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ABSTRACT

This annotated bibliography and index presents nearly 2,000 references that are substantially unique to African or African American teaching and learning. Designed to support teacher education, the bibliography features references that were chosen if they were culturally relevant, recognized the African or African American experience, and drew from the cultural experience of African and African American people. References also had to contribute to the enhancement of teaching and learning, had to be based on empirical research, and had to employ rigorous scholarly analysis, synthesis, and/or theory. Topics included in the index are: African culture; anthropology; bi-racial, inter-racial issues; criminal justice, violence, gangs; curriculum; economics; gender issues; general and miscellaneous; health; history; learning styles and teaching styles; linguistics, language, ebonics; literature and literary criticism; media and popular culture; methodology and pedagogy; philosophy; political science; power teaching/power schools; psychology; racism, bias, and oppression; rites of passage and traditional education; schools, administration, general education issues; science; sex and sexuality; sociology; special education; and spirituality and religion. (SM)

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Annotated Selected Bibliography & Index for Teaching African-American Learners: Culturally Responsive Pedagogy Project

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a project sponsored by
American Association for Colleges of Teacher Education
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"Perfecting Educational Practice: The Georgia Model"

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PREFACE

ANNOTATED SELECTED BIBLIOGRAPHY FOR TEACHING AFRICAN-AMERICAN LEARNERS: CULTURALLY RESPONSIVE PEDAGOGY PROJECT

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American Association for Colleges of Teacher Education
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"Perfecting Educational Practice: The Georgia Model"

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The United States is an ethically/culturally plural nation. That simple fact has enormous importance for educators. It determines our answer to the question of group identity.

Identity tends to be confused today for a variety of reasons. The massive movement of human beings all over the globe for any number of reasons has resulted in a blurring of identity lines and in a blurring of the language used to describe identity, as well as the assumptions upon which identity is defined. One may be identified by social class, religion, language, gender, etc. While each of these and many other identities have some import, traditionally it is the core identity, ethnicity, that determines the most functional "family" collective membership for most people. Two people of the same social class may not see themselves as members of the same family. Similarly, two people of the same gender may not see themselves as members of the same ethnic family. It is uncommon for social class, gender, or religion, etc., to override ethnicity on the critical matters that challenge groups. Within ethnic or cultural identity, however, all the other identities are present.

Especially in the case of people of African descent, there has been great confusion in the terminology for referring to identity, a confusion that often results in a confounding of a sense of identity. The slave trade and colonization brought about a situation whereby there was a deliberate attempt by Europeans to suppress and obscure African ethnic identity. A part of the strategy for colonial and slave domination by Europeans was to substitute references to a single aspect of phenotype as the designation for group identity, pigmentation or "color." So Zulus, Hausas, Gikukus, Grebos, Youruba, Ibos, San, Baoule, Dogon etc., became simply "Negroes." This designation was followed by a whole host of other phenotypical ascriptions such as "black," "colored," or "mixed." Sometimes the mixtures of pigment proliferated ad nauseam, as in Brazil (Nascimento, 1992), where there may be fifteen or twenty different words for the gradations of pigment. In addition, designations referring the condition of Africans were used, such as "the oppressed," "minorities," etc. But these are terms that refer to politics or numerical status, hardly a serious reference to group. However, as Sterling Stuckey has shown (1987), while the treatment of Africans by Europeans may have been based on phenotypical features, attempts to eliminate all ethnic references were widespread. The simple fact is that Africans resocialized themselves into a larger group that may have had a phenotypical reference. However, at its base, it was a cultural deep structure. Africans were socialized in many parts of the diaspora as ethnically and culturally African, but carrying phenotypical designations.

This has meant that Africans are one of the main people in the world who are referred to primarily by a phenotypical feature rather than a cultural designation. Even when Europeans are referred to as "whites" it is usually in reference to people of color. There remains, among Europeans, in addition to "white,"ethnic designations or national designations that serve as a surrogate for ethnic designations.

The simple fact is that Africans on the continent and in the continental diaspora carry and create culture, which is a binding tie defining, however loosely or tightly, a family. It is this cultural, ethnic community that carries deep meanings which are of importance to educators and others. To fail to understand this is to pave the way for serious misunderstandings.

Not all people of African dissent continue to see themselves as members of ethnic families, or indeed even to participate in any meaningful way in an African ethnic family. However, the overwhelming majority of Africans do participate, even if unaware, in an ethnic and cultural family, by virtue of the simple fact of being socialized in that family. For example, the African population in the United States still, after nearly four hundred years, overwhelmingly live in the African ethnic community. This community carries its own cultural rules and cannot be defined merely as an "oppressed" or poor population. The cultural nature of the African community in the United States is well attested to and recognized by those in the corporate world who are engaged in marketing their products. With the help of anthropologists, sociologists, and psychologists, they "segment" the market in order to target their messages to a receptive audience. (Hilliard, 1989; 1992; 1994a).

So even though Africans in America may be citizens of the United States, more is needed for understanding of behavior. Even though there is a general popular culture, there remain specific variations from it. This deep structure of African culture, like other cultures, transcends location, necessitating the study of African people on the African continent and in the African diaspora.

For example, in the Western hemisphere Africans can be found virtually everywhere. While the political divisions of Europe determine the patterns of colonization in the "New World," the Africans who came to the "New World" maintained an African cultural deep structure. This tends to be obscured by linguistic differences and national boundaries. Dr. Marva Spence, an African Costa Rican, has provided a summary look at the African population of "Latin" America. Many people are shocked to discover the large numbers of Africans in Columbia, Peru, Brazil, Panama, Costa Rica, Nicaragua, and other "Latin" American countries. And yet, large numbers of Africans are located there and some do maintain a conscious African ethnic identity. Recently (1995, 1996), two conferences, "homecomings" of Africans in "Latin" America, were held in San Jose, Costa Rica. Dr. Spence's chart summarizing some of her work for this project provides an overview of the distribution of these African populations.

Given this information, we may expect to find the remnants of the Yoruba culture of Nigeria in Jamaica, in Brazil, or even in New York. It is certainly apparent in many of the religious varieties still practiced throughout the world, such as Santaria or Vodun.

African Presence in Latin America
by Marva J. Spence, PhD

Country	Provinces/ State

Argentina	Buenos Aires Tucuman Misiones Salta Ensenada La Plata Santa Fe
Bolivia	
Brazil	predominantly Africoid
Chile	predominantly mestizo
Columbia	Nariño Cauca Valle Chocó Atlántico Antioquia Córdova Sucre Bolivia César
Costa Rica	Limón
Cuba	heavily Africoid
Dominican Republic	predominantly Africoid
Ecuador	Esmeralda Carchí El Oro Pinchincha De los Ríos Imbabura Guayas Loja
El Salvador	predominantly mestizo
Guatemala	African ancestry is present but of little importance
Honduras	Colón Corés La Ceiba San Pedro Atlántida Bay Island Tegucigalpa Sula
Mexico	
Nicaragua	Bluefields Corn Island Puerto Cabezas Pearl Lagoon

Panama	predominantly African
Paraguay	no significant African population
Peru	Piura Lambayeque Ica Arequipa Lima Cañete Libertad Ancash Tacna
Uruguay	Montevideo Melo Rivera
Venezuela	Zulia Coro Caracas Miranda Sucre Bolivia

Culturally Responsive Pedagogy

Valid professional practice must be ethnically salient and context sensitive. Ethnicity is an aspect of context. "Race" in this regard is a poor basis for identity in a pluralistic society, since it is the culture of the group that forms the basis of its core identity. "Race" is a part of the political context. Similarly, social class is a poor surrogate for cultural identity. So to be valid, professional practice in education must respond to what is really there. To respond to an ethnic group based merely on the social class of the majority of its members or to its pigmentation will result a professional practice that is ignorant at best and, at worst, potentially harmful.

Current teacher education is grossly deficient in cultural salience in virtually all the content areas. This is due to our failure to understand the potency of culture and to our ignorance of it. The literature in education tends to be driven by "race" and class considerations. The evidence for this comes from the examination of texts in professional education, representative syllabi, from an examination of professional literature in general and from cites and bibliographies from that literature. For years, I have conducted informal examinations of texts sold in bookstores at major universities for classes in professional education. I have found that most references can be examined very quickly by a look at the index and bibliography. Of course, the word African almost never appears, even the words, black, Negro, or minority are rare, at least in any culturally sensitive sense. One gets no indication of the wholeness of the African ethnic community from the professional literature except in very rare instances.

Therefore, in the absence of cultural salience, the validity of professional practice is profoundly compromised; for in truth the African ethnic group does exist, it is merely invisible to professional observers. As a result, hundreds of thousands of teachers are trained every year in a way that causes them to ignore what otherwise might be obvious.

Although more literature is needed on all ethnic groups, much literature already exists about Africans. However, it tends to be invisible and unknown. In the case of African people, there are tens of thousands of references that would be of value to educators in understanding the culture for the purpose of improving education. Any attempt to develop a robust picture of the reality lived by African people for teachers and students requires that this literature be pulled together and studied and used.

Many professionals in education have indicated to me that they would use such literature if they only knew where to find it. As indicated above, it may indeed be hard to find such literature when the traditional reference sources in professional education do not cite it. Hence the need for a study such as this one.

The Task

Our task was to research literature and to produce and annotated bibliography of references that are substantially unique to the African American child. We used the following criteria to select from the vast amount of material available a sample of those references that would be of greatest use. Our consultants and our readers applied the criteria in their work with us.

I. Is this reference substantially unique to African or African American teaching and learning?

II. Is this reference culturally salient, in that it recognizes the African or African American experience and/or draws from the cultural experience of African and African American people?

III. Is this reference one which appears to contribute to the enhancement of teaching and learning?

IV. Is this reference based upon empirical research?

V. Is this reference one which employs rigorous scholarly analysis, synthesis and/or theory?

Books, articles, monographs, films, videos, audios are acceptable

Once we located the selected literature, our task was to sort that literature into certain content areas which can support teacher education, be they in the traditional content areas of teacher education or new content areas which ought to be in teacher education. For example, typically, teacher education involves materials from educational psychology. Typically, also, teacher education tends to be very sparse with information from cultural linguistics, in spite of the fact that communication is at the core of teaching and learning. So what we have done is to locate and annotate materials from areas that our experts deemed to be highly relevant to teacher education and that is substantially unique to the African American child.

Our Method and Our Sources

In order to locate the materials that would be substantially unique the African American child, we followed these procedures:

1. We identified those educators or other academicians who possessed specific expertise in their disciplines with respect to the African population, continental and diaspora, and especially African Americans. These experts were surveyed for nominations of references to be included in our annotated bibliography. We located experts using our advisory committee initially. Then from those nominees, many other nominees were obtained. In addition, prominent members of ethnic-specific scholarly organizations, such as the Association of Black Psychologists, the National Black Child Development Institute, the National Council of Black Studies, the National Council of Black Social Workers, etc., were consulted. Also, we contacted ethnic-specific experts in traditional professional organizations, such as the Black Caucus of the American Educational Research Association.

2. We performed a literature review using research assistants with the project to locate additional items for annotations. My Spring Quarter, 1995, "Psychology of the Inner City child" class provided numerous annotations.

3. We found certain publications, such the Association of Black Psychologists' Psych Discourse, which list new references that are substantially unique to the African client. We used those as well as a source of items to annotate.

4. We sought specialized bibliographies that had already been produced by such experts as the well-known psychologist, the late Dr. Amos Wilson, and the well-known educator, Dr. Useni Eugene Perkins.

This process produced thousands of references from which the best ones, according to our criteria, were selected for annotation.

Advisory Committee

Our advisory committee was made up of members from Georgia State University, Clark Atlanta University and the Atlanta Public Schools. The functions of the advisory committee were as follows:

1. To nominate experts in the field to be surveyed for recommendations.
2. To refine the criteria for locating materials.
3. To interview special consultants in depth as needed.
4. To suggest interpretation of findings.
5. To recommend references for annotation.
6. To provide annotations for references.
7. To assist with final evaluation and interpretation of the results of our project.

Research Assistants

Research assistants were identified at Clark Atlanta University, Georgia State University and, in several cases, students from other universities. The research assistant performed the following services:

1. They read and annotated references as assigned.
2. They evaluated each reference according to the criteria and made recommendations for the retention or elimination of a particular reference.

Project Staff

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The project staff included a research coordinator and a project secretary/manager. The project staff performed the following services:

1. Coordinated and managed the project and, in some cases, read references.
2. Edited annotations.
3. Recommended the final categories for assorting references.
4. The project staff included several volunteers.
5. The project staff included students in my 1995 Spring section of the Psychology of the Inner City Child class.

The Results

1. Our project staff "light-screened" thousands of references based on the criteria to determine whether they should be retained or excluded.
2. We selected from the list of references those that would be read.
3. A second decision was then made applying criteria to materials that had been read. The decision was to include or not.
4. More than two thousand references were actually read and annotated.
5. The whole group of references was further reduced to a more manageable number, especially a number that would eliminate repetitive findings or references of more marginal significance.
6. We started with the probable categories of Psychology, History, Sociology, Linguistics, Anthropology, Racism, Methodology, Curriculum, Literature. Those categories were expanded to include several others, based upon our findings.
7. Since time did not permit a reading and annotation of all collected references, a small portion of our report will include unread references that appear to be potentially significant.

Acknowledgment must be made here of the fact that there is unevenness in the distribution of materials under the headings that we have chosen for our outline. This was unavoidable. Moreover, the headings in the outline themselves are not necessarily of the same genre. For example, some headings are the names of common academic disciplines, while others are subcomponents of the names of academic disciplines. We decided to organize the annotations under the headings that appeared to correspond to their frequency. The frequencies for citations as a sample in any particular heading could be an artifact of our selection of consultants, who made recommendations both in terms of the disciplines they represent and in terms of their individual propensity to make limited or extensive recommendations. Obviously, much more work is necessary to flesh out all possibilities. Perhaps the presentation of this annotated selected bibliography will serve as a stimulus for further work.

While the references selected are substantially unique to African students, we recognize that not all people of African descent are participants in the core African culture. Some actually function more on the margin of the culture, and some people of African descent have been socialized outside of the African cultural norms, and may, therefore, be more closely identified with other cultural groups. Our concern here was with the core rather than the periphery, or Africans outside the core, not that they are unimportant. However, our attention was on the core, because that is where the vast majority of Africans are socialized. Further research could contribute to an understanding of Africans in other identity situations.

Based upon our findings, we are reinforced in the conclusion that there can be no valid study of Africans in education without reference to the literature that is substantially unique to the culture. In fact, there can be no valid human theory without appropriate literature that recounts the experiences of all ethnically specific groups.

There is a need for more work of this type. Moreover, it seems clear that there is a potential that great value could come from having a carefully selected set of experts convened in each of our categories to review the literature in a special way. They could help to draw out the implications from the literature for pedagogy. They could produce an interpretive synthesis. Then a grand synthesis of all the categories could be made. In this way the lessons from the literature could be made more apparent.

Problems in teaching and learning are not fragmented according to the academic disciplinary categories. Problems come as wholes. This means that an interdisciplinary view of them is a necessity. The recent furor over "Ebonics" is a case in point. The dialogue should have been informed by academic knowledge that comes from linguistics, pedagogy, formal studies of racism and hegemony, psychology, sociology, anthropology and history, etc. Sadly, the early reactions were almost completely but of ignorance, with Africans fairing no better as coherent analysts than anyone else.

The Value and Limitations of Our Work

In spite of our hundreds of pages of text, of annotations, and approaching 2,000 references, our research has not been exhaustive, but illustrative. There are many more significant references to be cited. While all of the references presented here are important, some obviously meet more of our criteria than do others. We were tempted to rank the value of references according to the criteria; however, in view of the number of references, that would have made a nightmare for the organization of the manuscript, not to mention the time that would be involved in a collective process for gaining agreement among readers. Nevertheless, we believe that the references provided offer a start for anyone who is seriously interested in understanding the experience and behavior of people of African descent.

Our goal in selecting the references included here is cultural salience more than anything else. However, the vast majority of the materials written actually reflect a confounding of culture, class, and race in the minds of the writers. We have no way of unconfounding the materials presented here. For example, it appears that some writers use the term "race," when they really mean, "culture," or use the word "class," when they really mean, "culture." We also note that few writers refer to culture. Nevertheless, as argued elsewhere, some of the terms that we use so glibly, such as "race," have no real scientific meaning at all. Until we have a better language and more rigorous research criteria, the confounding problem will remain.

Few of the materials that we have reviewed have met the standards of the most rigorous application of all of our criteria; however, collectively, according to our consultants, they do yield a more accurate picture of the reality of the experience and the behaviors of people of African descent.

Our model is one that asserts the deep structural cultural unity in the experience of people of African ancestry, continental and diaspora, and yet we have been able to illustrate this only to a limited extent. This is not because the unity is missing, but due to our concentration on the more available sources in the United States. However, consultants from Africa and central America confirm the relevance of our model of cultural unity and cultural salience for the African world experience. This does not mean that all people of African descent are the same, especially at the level of surface structure. It does mean that cultural themes permeate and have explanatory power substantially unique to African populations. See, for example, Dr. Cheikh Anta Diop's

Cultural Unity of Black Africa and Dr. Wade Noble's African Psychology.

We were overwhelmed at the sheer numbers of references that are available to be reviewed. The vast majority of these are overlooked in most professional writing in mainstream academic disciplines. If this body of references is tapped at all, the numbers of references are too few to reveal anything truly special about the core culture of people of African descent. As a result, the few references cited tend to be aggregated within the mainstream of the discipline of psychology, sociology, anthropology, etc. If the reality of the experience and behavior of people of African descent is to be seen and understood, we must disaggregate data from a variety of fields and aggregate those data from multidisciplinary sources under the umbrella of the African experience. New realities then will be seen.

To say that the experience of any ethnic group is special in no way detaches a group from the human family. There are things that are shared, obviously, among all people in the world. However, the weight of the work in western behavioral science has been almost solely towards a search for universals. However, this has been a search without reference to ethnic diversity. As a result, the apparent achievement of "universal understanding," such as in the case of mental measurement, is a function of positing certain aspects of the western experience as universally "normal." By using the ethnic experience of any of the world's people as the norm, an unavoidable distortion occurs that can and has had significant consequences for the validity of research. No matter how politically powerful a group is, the reality is that that ethnic group is merely one of many on the planet. The human universals can be understood only when the diverse experiences of human populations are comprehended as a whole. We are far from achieving that goal at present.

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One of the things that seemed to suggest itself during the course of our work, was the need for a multidisciplinary set of scholars who have an understanding of the African cultural experience. To review these and other citations, in order to determine if greater precision can be achieved in describing normative aspects of the African and African diasporan experience, if that can be done, as I believe it can, then a second question can be posed: What is the practical meaning of such insights, for teaching and learning in particular, and other areas of human services in general?

As I have indicated in other papers (Hilliard, 1994b; 1996), behavioral scientists are finally understanding the salience of context in the design, conduct, and interpretation of studies. After much struggle, even conservative social scientists now openly acknowledge the vital importance of context in understanding human behavior. Helga Rowe, president of the Australian Research Association, points out that:

> Erickson's (1984) overview of research from an anthropological view shows, for example, that mental abilities (including language and mathematical abilities)that were once thought to be relatively or even totally (as presumed by classical learning theory and Piagetan developmental theory) independent of context, are much more sensitive to context than traditionally thought. Cognitive processes such as reasoning and understanding develop in the context of personal use and purpose. The demand characteristics of a learning task can be changed by altering the context within which it is presented (Rowe, 1991, p. 6).

In addition, the editor of the Journal of Educational Psychology, in his farewell editorial, devoted virtually all of his comments to the importance of context:

> Gone are the one-shot trial, short experiments carried out under highly contrived conditions; gone are the simple statistical analyses, and gone is the exclusivity afforded to the quantitative approach. Gone also are the simple-minded questions and with them the simple, two-group horse-race comparisons among ecologically strange treatments (e.g. Pintrich, 1994) . . .

My second observation is that at least two traditionally espoused assumptions underlying much of the work in educational psychology need to be seriously revised. These two assumptions are (a) that most if not all that is important and interesting to educational psychology lies in the study of the (decontextualized) individual; and (b) that complex phenomena concerning learning, development, and other educationally relevant psychological phenomena are to be broken down into simpler and more easily controllable elements to be studied as discrete elements. The need for revision of these assumptions stems from several developments: from the expectation for significantly greater ecological validity of our research, from implications emanating from the cognitive revolution, from the newly accepted research paradigms, and from the demand for greater practical relevance.

Two things are wrong with these assumptions. First, countering the exclusive focus on the individual, we have come to accept the premise that learning is social. It is as much an interpersonal as an intrapersonal process, and it is a situated, culturally, disciplinarily, and contextually anchored process. To paraphrase Sarason (1981), learning is a socially based process, and this renders suspect explanations that focus solely on the individual learner.

Second, we have gradually come to realize that phenomena of interest (e.g., the functioning individual and the learning environment), once broken down into their more basic elements such as discrete cognitive processes, motivational attributions, or computer-related activities, cease to resemble or represent the real-life phenomena of interest (e.g., Bronfenbrenner, 1979; Bruner, 1991). Many of the phenomena we study--the learning individual, classroom activities, anxiety as it affects learning, social relations with respect to individual's well-being, the development and function of learning strategies, overcoming students' misconceptions, or individual, gender, and cultural differences--are in fact *composites* . . . And because composites are always greater than and have a different meaning than the sum of their components, one cannot study components and expect the findings to apply to the composites.

Proposition 1: Our main (though not necessarily exclusive) focus needs to change from the study of isolated and decontextualized individuals, processes, states of mind, or interventions to their study within wider psychological, disciplinary, social and cultural contexts (see, e.g., Goodenow, 1992).

Proposition 2: Based on the premise that individuals are themselves composites and interact with composites, not with isolated variables, states, or processes, our models, experimental designs, and measures should ultimately (although not immediately) reflect the composites of such real-life settings. In other words, the atomic fabric of our trade ought to be molecules.
(Salomon, 1995, pp. 105, 106).

Context is critical. It includes political and economic realities. But above all it includes cultural realities as well. If we are now beginning to understand this, then hopefully, the work that has been done here will be some small contribution to an elaboration of one aspect of context, culture, and to the understanding of its salience in research and human services.

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A's

Philosophy/ curriculum

Abarry, A. S. (1990). Afrocentricity. Journal of Black Studies, 21 (2).

In his article, "Afrocentricity," Abu Shardow Abarry briefly examines the emerging concept of Afrocentricity. Abarry clearly defines Afrocentricity by (re)stating its primary objectives, conceptual basis, methodological construction, and philosophical underpinning. By doing such, Abarry illustrates Afrocentricity's ideological contribution to the destruction of what he describes as the prevailing hegemonic and hierarchical European world-view. Abarry makes mention of the rather sporadic nature of the historic expressions of Afrocentricity by scholar/activists, but asserts that "in its contemporary configuration it is more creative and innovative." The article, literally and figuratively, serves as an ideological introduction to Afrocentric thought and seeks to establish Afrocentricity as an alternative, yet viable, ideological framework for exploration of the intellectual and practical world.

Sociology/ psychology

Abicht, M. (1976). Black children and their environment. College Student Journal, 10 (2), 142-152.

Discusses how the behavior of black children is influenced by their environment. In the educational environment, reasons for black children's underachievement are sought in their achievement motivation, expectation, delay of gratification, language factors, independence, and discipline. Since the schools are geared toward white middle-class values and role models, black children find less encouragement, and, indeed, often expect to fail. Their intelligence is questioned on the basis of the white man's intelligence tests. The social environment with its assumptions of broken families among blacks makes it hard for black children to form a positive self-concept. The implications of an autonomous black culture or black subculture are discussed. With respect to the influence of the economic environment, some facts illustrate that the material conditions of many black children are not conducive to their development. As long as these basic conditions are not improved, the fate of the black child cannot be expected to improve.

Health

Abidoye, R. A. (1990). Nutrition deprivation: Another correlate in the development of juvenile delinquency. International Journal of Adolescence & Youth, 2 (2), 151-156.

Investigated consequences of nutritional deprivation (ND), used as a treatment package component for juvenile delinquency in African society, among 108 10-16 yr old male juvenile delinquents in Nigeria. ND and food sharing practices in the family were strongly related to deviant behavior in the reports of 82 Subjects, while 97 Subjects experienced starvation. Hunger led 103 Subjects to buy food with stolen money or materials. (PsycINFO Database Copyright 1991 American Psychological Assn. all rights reserved).

Media/Sociology (family)/Spirituality & religion

Ableman, R. (1989). A comparison of black and white families as portrayed on religious and secular television programs. Journal of Black Studies, 21 (1), 60-79.

This study focused on the differences between social learning from secular television programs as compared to religious television programs with an emphasis on the portrayal of black families and white families. Thirty television shows were studied to gather data. The majority of white families shown on commercial television were nuclear, while the majority of black families were composed of a single parent with children. On religious broadcasts, both kinds of family units were represented as nuclear. Single parent black families and their supporting kin were no shown. Family interaction on secular shows indicated more conflict between black family members than white family members. Black children initiated more conflict with their parents than did white children. On religious fare, there is no difference between black and white interaction habits. There is little conflict between children on these religious shows because there is little interaction between them at all. The author concluded that there are few positive role models of black families on television whether it is secular or religious.

Criminal Justice/ Sociology

Abu-Jamal, M. (1995). Live from death row. Addison-Wesley Publishing co.

During the sixties the term "political prisoner" was attached to Black inmates who many believed were incarcerated mainly because of their political views. Inmates such as George Jackson, Robert Williams, Huey Newton and David Hilliard were a few who bore this label. Although politics (racism) may have contributed to the conditions that cause some Black men to commit crimes we must be discreet in implying that all Black men commit crimes for political reasons.

However, for those who have carefully examined the circumstances that led to Mumia Abu-Jamal's alleged killing of a white policeman in Philadelphia, he would be assigned this distinction. He was eventually convicted of this killing and today sits on Death Row. In November 1995 he was scheduled to be put to death, but gained a stay of execution because of the mass national and international support he had received, including a letter of appeal from President Nelson Mandela of South Africa.

In this modest book, Mumia Abu-Jamal tells us why he was wrongfully convicted of this crime and describes the tenebrous and grim conditions that shadow the lives of inmates on death row. His is a haunting narrative that dissects the penal system and lays it on a table to be examined, repudiated or devoured.--Useni Eugene Perkins.

Health

Accardo, P., Whitman, B., Caul, J., & Rolfe, U. (1988). Autism and plumbism: A possible association. Clinical Pediatrics, 27 (1), 41-44.

Presents 6 cases of inner-city black 3-5 yr-olds with both infantile autism and lead poisoning. In 3 cases, developmental deviance seemed to have been present before the possible impact of lead toxicity. In 2 cases the lead poisoning may have contributed to the onset or acceleration of developmental symptomatology, while in the remaining case the temporal sequence remained unclear. The potential contribution of pica to the development of lead poisoning among autistic children and the possibility that lead poisoning can result in mental retardation, severe communication disorder, and autistic features is discussed. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Literature

Achebe, C. (1959). Thing fall apart. New York: Fawcett Crest.

This novel, Achebe's most famous, describes the advent of colonialism in Nigeria and the shattering effects of an entire historical era on the culture of Africa, in particular, the colonization of Ibo people of Nigeria by the British.

Achebe writes a dynamic book which intertwines history, socialization, Christianity, and Achebe's clear imagination of the events which transpired among the Ibos. The real account of Ibos land as a people being raped by the British gives credence to the book.

The author also deals with the woman's place in the larger social and political spheres of male initiatives and control. This is not readily apparent in the novel because women, in particular, the character Oknowo's mother, his wives and daughters, are unnamed and relegated to the background.

This book is important to read because it provides self-knowledge to the reader about African culture and traditions. Many of these traditions and cultural experiences were passed on. It also highlights the vast differences between European and African values and culture. It is important to know the differences, to avoid cultural genocide among African descendants.

Psychology

Acosta, F. F. (1980). Self-described reasons for premature termination of psycho-therapy by Mexican American, Black-American, and Anglo-American patients. Psychological Reports, 47, 435-443.

Frank Acosta explores perceptions of psychotherapy that impact upon a patient's decision to continue or terminate psychological treatment and care. Utilizing empirical data as evidence, Acosta asserts that a patient's ethnicity, though certainly a contributing factor, is not necessarily the dominant factor in the formation of negative perceptions concerning psychotherapy. Acosta instead focuses upon the role of socio-economic status in the formation of patients' (and potential patients') perceptions and attitudes towards the availability and viability of psychotherapy.

History

Adams, R. L. (1963). Great Negroes past and present. Chicago: African American Publishing Company, Inc.

This book provides educators with comprehensive historical references using African American biographies. At the time it was published, it was one of only few books that examined African American contributions to American history and culture. The work was written to meet the critical need for reading material that would stimulate the reader's interest in black history. It includes over 100 one-page biographical sketches of African American scientists, artists, business pioneers and leaders. This book is significant because it provides educators and their students with realistic and specific examples of African Americans who have overcome the obstacles or racism and oppression.

Anthropology/History/ Spirituality/religion

Adams, E. (1993). Religion and freedom: Artifacts indicate that African culture persisted even in slavery. Omni 16(2), 8.

This article raised the question of whether the African culture and religious beliefs were carried on by the slaves in the United States. While archaeologists and students from the University of Maryland were searching for clues about the daily life of early African Americans, they discovered buried in the corner of a basement workshop a collection of artifacts. The collection consisted of quartz crystals, polished stones, bonedisks, and pierced coins. Historians previously assumed that white American society squelched the African culture and religion of the slaves. This find proved that assumption to be incorrect. Africans of southwest Zaire and northern Angola continue to use similar items today. They represent the essence of African religion. The discovery has changed the way archaeologists and historians view the development of African American culture.

Psychology
Adebimpe, V. R., Gigandet, J., & Harris, E. (1979). MMPI diagnosis of black psychiatric patients. American Journal of Psychiatry, 136 (1), 85-87.

The authors suggest that clinicians who use MMPI (Minnesota Multiphasic Personality Inventory) results in evaluations of black patients interpret test reports carefully, keeping in mind the possibility of spuriously elevated scores and paying careful attention to areas of potential "false positive". However, Black-White differences in MMPI norms may lead to significant misclassification of black psychiatric patients, which can compound diagnostic errors from other sources.

Psychology
Adebimpe, V. R. (1981). Overview: White norms and psychiatric diagnosis of black patients. The American Journal of Psychiatry, 138 (3), 279-285.

A large body of information exists that supports allegations about psychiatric misdiagnosis of black patients. The author reviews the evidence that suggests black psychiatric patients run the risk of being misdiagnosed more that white patients. The article suggests that more research is necessary to provide greater sensitivity and knowledge between clinicians and researchers about blacks to encourage more appropriate diagnostic tools.

The studies reviewed in the article show that though the clinical figures of the white and black patients are similar, the researchers consistently diagnosed whites with a mild case of a psychosis such as psychotic depression, while they diagnosed the blacks with schizophrenia. This finding was especially true for black males.

These misdiagnoses are due in part to social distance between the clinician and the patient. In addition, the research literature contains stereotypical information regarding the psychiatric illnesses of blacks. The problem may be that most studies conducted on non-Western cultures are done by foreigners. The sociocultural distance contributes to false diagnoses of the patients.

More research is necessary. Though the evidence is small, it reveals that there are widespread misdiagnoses of blacks because they are measured by white norms. The author also suggests that in light of the circumstances and findings, the present data should be reexamined.

Philosophy/Method./ History
Adeleke, T. (1994). Martin R. Delany's philosophy of education: A neglected aspect of African American liberation thought. Journal of Negro Education, 63 (2), 221-235.

Martin R. Delany was not widely known as a prominent figure in African

American history, but he was a relentless warrior for the education of blacks of his day. A contemporary of Frederick Douglas, he felt that education was the antidote to ignorance and low self-worth.

His educational philosophy changed with the times and as the circumstances of black people changed. Three distinct periods can be delineated. The first phase lasting from the 1830s to the end of the 1840s was emphasized by the abolitionists efforts of moral persuasion, and he sought to raise the consciousness and condition of black people through education. In the second phase he became more race conscious and distrustful of Whites. Delany disagreed with any attempt by Whites to have anything to do with the education of Black people. During the third phase of his changing educational philosophy, Delany renewed his optimism about the advancement of African Americans. He de-emphasized the cultural and race issue and instead emphasized the creation of the ideal school environment for teachers and students.

Of greatest interest to multiculturalists and those proposing the idea of Afrocentricity in classroom pedagogy, was Delany's belief that African Americans should discover their history, and demystify the myths about blacks, in order to overcome the limitations facing them. Much of his work was spent refuting racist views about Africa.

Delany proposed for African Americans a practical and useful education long before Booker T. Washington and others. His pedagogical model was the foundation for the establishment of early educational institutions like Hampton University and Tuskegee Institute.

Sociology (family), Curriculum, Literature

Adler, E. S. (1982). Family life in children's books. Alternative Lifestyles, 5 (1), 24-41.

Books play an important role in the socialization of children. To understand the images of families presented to children, best-selling and award-winning children's books were analyzed. 67 Caldecott and Newberry award winners were selected. Some diversity in family structure was presented in the books. However, none of the Black families was a 1-parent household, and the image of 1-parent households was overwhelmingly negative. Family roles, including the division of household work and paid employment, were depicted traditionally. Presentations of the homemaker role and parent-child relationships are described.

Psychology (development)?

Adler, L. L. (Ed.). (1989). Cross-cultural research in human development: Life span perspectives. New York: Praeger.

(from the introduction) This book deals with a variety of cross-cultural and cross-ethnic issues, while focusing on a life-span perspective.... Most of the issues are current, not only in the described environments, but also find application in a cross-cultural or a cross-ethnic context, or both. A diversity of major orientations and schools of thought are represented in one or more chapters that link the chain to make a well-rounded exposition of theory and method. Each of the four sections in this volume contributes to an understanding of behavior in a variety of fields in psychology in general, and focuses specifically on distinct age-related issues with regard to life-span development

Literature (poetry)

Adoff, A. (1968). I am the darker brother: An anthology of modern poems by black Americans. New York: Collier Books.

A collection of poems from contemporary African-American poets. In essence, Adoff provides the reader with a slice of life, a look at the African-American experience through the eyes of various poets. These are poems written by, among others, Langston Hughes, Mari Evans, and Le Roi Jones. Some of the poems are spiritual, others are poems of protest, but all attempt to expose a shared perspective on life and race.

Power Teaching/Methodology (math)

African-Americans: Voices of triumph leadership. (1993). Time-Life Books. Alexandria, VA: Time Warner Inc.

"The Educators" section in this volume', profiles civil rights veteran and educator Bob Moses for the success he has achieved with students with his Algebra Project. Moses' unconventional and unique approach to effectively teaching students algebraic concepts is rooted in real-life examples. For instance, he has taught mathematical concepts such as negative and positive integers by using the local subway system with Central Square station serving as the zero point. The article chronicles the evaluation of the Algebra Project from Moses' involvement as a teaching assistant in his daughter's algebra class through his teacher training programs for schools in low-income areas of Milwaukee, Oakland, Los Angeles and others. It is reported that 19 elementary schools in Chicago implemented the program in 1990 and students have since enjoyed recognizable improvements in reading, writing and mathematics within one year's time. Moses is quoted as saying, "Math has been politicized, particularly algebra, in our culture and school system...They've used algebra to sort students." For Moses, the Algebra Project is a instrument through which to "pump [minority and disadvantaged] students into a broad mathematical pipeline."

Psychology

Agbolegbe, K. (1991). Psychiatric care for black patients. Nursing Standard, 5 (45), 37-39.

Identifies the lack of understanding of professionals of the importance of cultural and ethnic considerations of minorities. Discusses the nature of racism and supports Blacks in setting up self help groups in the community.

Recognition of the differences and accommodating these is a much-needed concept in the psychiatric health care of blacks.

Sociology

Ahmeduzzaman, M., & Roopnarine, J. (1992). Sociodemographic factors, functioning style, social support, and fathers' involvement with preschoolers in African-American families. Journal of Marriage and the Family, 54, 699-707.

This article discussed specific factors in considering the father's role in African -American families. Factors assessed were: the associations between fathers' age, family income, length of time married, educational level, and the ability to communicate, their coping strategy, general competence, commitment toward the growth and well-being of the family, degree of cohesion, support from non-kin and kinship members. These factors were all linked to paternal involvement in the physical care, socialization, availability, and decision making regarding their preschool age child in intact middle to lower middle income African-American families. The data revealed that fathers spend about a third as much time as their wives in primary caregiving, and fathers' educational level, family income, communication, extrafamilial support, and length of time married were the chief variables associated with different dimensions of men's involvement with children.

This article was important because it gives culture specific information on father-child relationships which may guide educators and policymakers about factors that may influence the socialization of young African-American children.

Sociology/family

Ahn, H. N. (October, 1991). Intimacy and discipline in family life with implications of theory and practice in child abuse prevention. Dissertation Abstracts International, 52 (4-A), 1518.

It is well recognized that cultural diversity should not be ignored when considering the problem of child abuse. Almost one-third of child protective cases in the U.S. involve minority families. The study specifically sought to determine the extent of cross-cultural differences among six ethnic/racial groups (African-American, Cambodian, Caucasian, Hispanic, Korean & Vietnamese) in regard to appropriate expressions of intimacy and discipline in family life. A cross-sectional interview survey of 364 mothers was completed between 1988 and 1989.

The findings revealed that there is great ethnic diversity in attitudes toward family intimacy and discipline owing to unique historical and cultural backgrounds of each ethnic group. Generally, Asian mothers tended to be most receptive of physical intimacy in family life while African-Americans and Hispanics were least receptive. African-Americans, Koreans and Vietnamese were most accepting of physical discipline while Cambodians and Hispanics were least accepting. Caucasians were in the middle of the continuum in most instances. Implications of the findings for child abuse definition and child abuse prevention are considered.
--Dissertation Abstracts International.

Sociology/ anthropology

Ahn, H. N. (1994). Cultural diversity and the definition of child abuse. In R. P. Barth, J. D. Berrick, & N. Gilbert (Eds.), Child welfare research review (Vol. 1, pp. 28-55). New York: Columbia University Press.

(from the chapter) to gain insight into cultural definitions of child abuse and the implication they hold for antispanking campaigns, cultural groups will be compared in their attitudes toward behaviors enforcing family discipline; examine data on patterns of family discipline drawn from a survey of 364 mothers from 6 ethnic groups: (African-Americans, Cambodians, Caucasians, Hispanics, Koreans and Vietnamese); areas of family discipline examined in this survey were grouped into 3 different realms: general views on discipline, views on appropriate methods of discipline, and views on what constitutes abuse... recognize that the different views expressed in the study reflect a deeper, more basic, disagreement about the nature of children and the parent-child relationship.

Psychology (development)/ Anthropology

Ainsworth, M. D. S. (1977). Infant development and mother-infant interaction among Ganda and American Families. In Culture and Infancy: Variations in the Human Experience. New York: Academic Press, Inc.

This article reports the results of a cross-cultural study of Ganda village mother-infant pairs and a sampling of American mother-infant pairs. It particularly focuses on the development of infant-mother attachment. The study identifies various patterns of behavior and the distinct stages when these patterns occur, and individual differences in the way the infants organize their attachment behaviors.

Her findings found more similarities between the samples than differences. The findings did show, however, that cultural differences surfaced because of cultural differences in infant care.

The two cultural groups were assessed using different techniques and observations, and the researchers found this approach to be most realistic. Using identical techniques and methods across cultures could provide distorted information. The methodology used in both studies was observation in the child's home environment. An emphasis on cultural differences was critical to the study. The study proceeded with within-Ganda analysis and Ganda-American comparison.

The study led to several hypotheses about attachment patterns of mother-infant pairs including how feeding behavior affects the infant-mother relationship, the influence of physical contact, frequency of separation protest and fear response to strangers, and sensorimotor development.

Psychology (development)

Ainsworth, M. D. S. (1967). Attachment theory and its utility in cross-cultural research. In Infancy in Uganda. Baltimore, The John Hopkins Press.

This article addresses the aspects of attachment theory that heretofore may have been difficult for others to understand. Attachment theory is a relatively recent concept first introduced by John Bowlby in 1958. It is a new paradigm that provides for more in-depth research into the early development of the child-mother relationship than that offered by psychoanalytic theory or social learning theory. These research theories have been inadequate in explaining the development and origins of the child-mother relationship, according to this article. This research feels that the attachment theory is far more adequate in providing a basis for the launching of future research on this subject.

Ainsworth defines the term attachment as a relationship between two people that lasts a over a long period of time during their life span. Another way to understand the concept of attachment is to equate it to bonding. Bowlby applied the idea of bonding to his attachment theory theorizing a bond between mother and child persisted even though physical and emotional needs might be met by those other than the mother.

The article lays a foundation for the furtherance of research in child-mother relationships and the value in cross cultural research on attachment as a way of understanding the nature of social behavior of people. Studying the different patterns of mother-child relationships helps in the discovery of developmental differences of various groups of people. Knowledge of these differences and how they contrast from one another can make two important contributions unavailable by other theories used to study psychological development. One, the attachment theory is specific to social development suggesting there are processes that are unique to human social development, and these processes cannot be derived from a general knowledge of learning or cognitive development. Second, this concept implies that there are genetic determinants of social behavior for all societies that cannot be changed without danger of damaging the child's development. These two ideas of attachment theory have strong implications for the acknowledgment of cultural differences in the classroom and the dangers of not doing so.

Psychology / Identity

Aires, E., & Moorehead, K. (1989). The importance of ethnicity in the development of identity of black adolescents. Psychological Report, 65.

Citing previous studies which have found that identity development has its normative crisis during adolescence, the authors Aires and Moorehead, surveyed 40 African-American females and males in junior high and high school to examine the importance of ethnicity in terms of identity formation among African-American adolescents. The authors discovered that of all the factors tested for which related in any way to identity development and formation among black adolescents, ethnicity rated significantly higher than any other factor. The empirical data clearly illustrated the high value that the surveyed adolescents place upon positive identification with their ethnicity in their over-all identity formation. The authors - Aires and Moorehead - compare their finding to pervious studies and also compare their findings to similar studies conducted with European-American adolescents.

Philosophy/ Curriculum

Akbar, N. (1984). Afrocentric social sciences of human liberation. Journal of Black Studies, 14 (4), 395-414.

Naim Akbar contributes to the ideological discussion of Afrocentricity (as ideology) by examining its viability as an applicable social science paradigm. Akbar compares the Afrocentric and Eurocentric paradigms and delineates the primary conceptual differences between the two. Akbar asserts that a primary element proffered by an Afrocentric social science is "the opportunity for genuine human liberation." What, according to Akbar, sets Afrocentricity apart from Eurocentricity is that Afrocentricity not only retrieves the scarred humanity of Africans, but simultaneously proffers this upon all people. To this end, Akbar asserts that, fundamentally, Afrocentricity is non-hierarchical and inclusive, unlike its European "counter-part."

Psychology

Akbar, N. (1992). Chains and images of psychological slavery. New Jersey: New Mind Productions.

Africans living in America need to develop an individual and collective consciousness. Reopening the events of slavery is necessary to establish a context in which to study oppression and its effects on the African psyche. The author identifies some conspicuous responses to slavery by African-Americans. Slavery is still apparent in the American system and enslaves the minds, perceptions, and aspirations of African-Americans. It causes a distorted view of life. He takes a look at the past and present experiences of Africans in America.

An analysis of African-American characteristics is complex. The author analyzes the cultural and personality patterns resulting from the slavery experience to provide a way for better understanding and to develop individual and collective consciousness. Though Africans living in America experienced atrocities, the slavery experience did not destroy the spirit. The recovery is remarkable. The awareness of these slavery-based characteristics will help to begin to conquer a past that in many ways still controls the lives of Africans.

Psychology

Akbar, N. (1985). The community of self. Tallahassee, FL: Mind Productions & Associates.

Naim Akbar examines the internal machinery which pre-supposes and determines human behavioral characteristics. Akbar asserts that holistic self-development is essential to human development, though he admittedly focuses upon the African-American populations. Akbar, through use of a self-development schemata, illustrates the constituent parts of the internal machinery of what he calls the self community. Akbar established that the will is the intended to function as the Khalifah, or ruler, over the self community. Akbar seeks to identify some of the external influences which contribute to the improper use of the will, which results in (human) conflict. Akbar purports that the tools for re-establishing proper control over these external influences which deleteriously impact upon the will, along with a true (historical) knowledge of self, will combine to empower the individual and give him/her effective control over the internal community of self. This, according to Akbar, will result in an more harmonious relationship between the individual and society at large. Specifically focusing upon the African-American community, Akbar seeks to outline strategies which will discourage self-destructive behavior while simultaneously developing a thinking process that is properly centered, healthy, and productive.

Methodology

Akbar, N. (1984). From miseducation to education. Jersey City, NJ: New Mind Productions.

This book discusses the duties and responsibilities that all educators should perform when teaching students. It points out that the primary problems that people encounter are the consequence of being miseducated. It also highlights that the conditions of miseducation are on the rise. Nonetheless, to remedy this problem, it maintains that the current educational system be redesigned. In this new model of education, students minds should be developed and cultivated by speaking to their rational strengths as opposed to placing emphasis on their weaknesses.

Psychology/ Science

Akbar, N. (1991). Paradigms of African American research. In R. L. Jones (Ed.), Black Psychology. (pp. 709-725). Berkeley, CA: Cobb & Henry Publishers.

Na'im Akbar begins with a definition and critique of existing paradigms, saying that even scientific paradigms have shown to be unstable in the light of The New Physics. Similarly, to frame research for Africans and African Americans around existing Western paradigms is unacceptable. Since we are products of our own history and society, even eminent psychologists like Carl Jung made erroneous statements about non-whites based on his narrow Euro-centric paradigms. Akbar goes on to discuss traditional methods and modalities of research and then describes the paradigm and model of African American research, which must be truly human and not the narrow ethnocentric paradigm which describes a particular human experience, only.

This new paradigm must adopt the basic ontological position of the Afrocentric worldview of "I am because we are" (Mbiti, 1970; Nobles, 1980). Professor Akbar then outlines the other characteristics that must be found in this new paradigm and describes the methods and modalities of African American research. He concludes by emphasizing that the African American paradigm must be truly humanistic and holistic and should not necessarily exclude other world views.

General/Philosophy/Spirituality

Akbar, N. (1971). Visions for black men. Nashville: Winston-Derek Publishers.

Na'im Akbar has written a social commentary with the goal of filling a void of historical analysis and spiritual principle that pertains to the "crisis" of males of African descent. From this framework, he asserts that critical, theoretical, and theological formulations on "maleness" have historical and psychosocial meaning. In his framework, maleness is simple biology, and does not define what a man is. In the first chapter, for example, Akbar makes the point that as long as Black men are motivated by biological need, they will forever remain boys. He expounds on his thesis in the second chapter, where he focuses on the importance of self-definition and understanding racism, the willingness to avoid imitating the white man, and what it means to be a black man.

He draws upon Biblical and Quranic scriptures to illustrate his points, specifically using the story of Exodus, as related in both books. In the third and fourth chapter he concentrates on the transcendental enlightenment that Black men should progress towards and lays down his methods of achieving that goal of spiritual oneness.

In four pointed chapters which designate what ought to be the role of young black men and what they ought to be learning, Akbar analyzes the benighted condition of the young black man in America. The book does not malign the character of the young black man, but, gives him a guide to becoming a responsible and Afrocentric black man. The book does, essentially, what Haki Madhubuti's book does in Black Men: Single, Obsolete, Dangerous? The reader is able to recognize the negative plight and position of the black youth while receiving some answers as to how to guide young African-Americans..

Psychology

Akbar, N. (1981). Mental disorders among African Americans. Black Books Bulletin, 7(2), 18-25.

Overview

Akbar says African Americans have been subjected to deliberate physical and mental abuse. The African American's attempts to cope in an oppressive society have caused a type of victimization that Akbar calls *intellectual oppression*. He defines this term "as the evaluation of the African intellect by White Americans based on their normative value system." They measure sanity by how much African behavior deviates from their behavior. The important point here is the meaning of the concepts of normal and abnormal, and who defines them. Akbar quotes from the Abnormal Psychology textbook by Coleman ". . . we have no ideal model of comparisons. . .the concepts of 'normal' and 'abnormal' are meaningful only with reference to a given culture. . ." It is apparent from the observation of the African American personality that oppression is an "inhuman condition which stimulates unnatural human behavior," says Akbar.

Four distinct mental disorders develop as a result of this oppression: 1) The *Alien-Self Disorder*-persons who reject their "Africaness" and identify more readily with the dominant society. 2) The *Anti-Self Disorder*-they often demonstrate a hostility of other African Americans that supersedes that of white Americans. 3) The *Self-Destructive Disorder*-these person engage in self-destructive activities. 4) *Organic Disorders*-these disorders are thought to have a physiological or biochemical origin.

African American mental health practitioners must refuse to accept that mental deficiencies are isolated responses and recognize that that mental disorders manifest because of attacks on social, political, economical, philosophical, and spiritual beliefs. All these elements must be considered when determining the mental condition of African Americans. Akbar concludes that African American practitioners must become more active in defining what is normal and abnormal in their community. These classifications should be determined in terms of their danger to the disintegration of the African American community. As long as these definitions of mental disorders continue to come from outside the community, the African American community is in danger.

Methodology / Curriculum

Akoto, A. (----). Notes on an Afrikan-centered pedagogy. In M. Shujaa (Ed.), Too much schooling, too little education: A paradox of black life in white societies (pp. 319-337). Trenton, NJ: Africa World Press.

Essentially, this article is an exploration of pedagogical Afrocentrism, informed by an understanding of Afrocentrism as a "nationalist cultural expression of Afrikan people that seeks the truthful reconstitution of Afrikan history and culture and the transformation of the Afrikan man and woman and their world." Guided by this contextual framework, Akoto addresses three questions concerning Afrikan-centered pedagogy: What are its goals? What is the teacher's role as a cultural representative? And what Methodology should be employed/what are the objectives of Afrikan-centered instruction? According to the author, the goals of an Afrikan-centered are to empower Afrikan people to acquire self-determination and self-sufficiency, as well as to "humanize the universe." Teachers' roles in the process are to advance the cultural and political interests of Afrikan people and to cultivate a creative and critical consciousness within students. Teachers are also charged with the responsibility of enhancing the development of a liberated personality and unlimited potential within students. Lastly, the methodology of an Afrikan-centered pedagogy transcends the immediate relationship between the teacher and students and includes active participation of the family, school community, and the broader community itself. Akoto also incorporates the traditional Afrikan communal circle, the notions of dialogical education, and cultural reconstruction in his model (e.g. inclusion of the Nguzo Saba as a conduit for passing on cultural-ideological goals).

Power Schools

Akoto, K. A. (1992). Nationbuilding: Theory & practice in Afrikan Centered Education. Washington, DC: Pan Afikan World Institute.

Health/ Psychology

Aktan, G. B. (1995). Organizational frameworks of a substance use prevention program. International Journal of the Addictions, 30 (2), 185-201.

Presents 4 approaches utilized in the implementation of substance use prevention programs (SUPPs) based on divergent organizational theories. These schools of thought can be roughly categorized into the following theories: rational systems, human resources, political, and cultural/symbolic theories. The program organization of the different approaches is described. A program description of the Safe Haven Program in Detroit, which targets 6-12-yr-old African-American children of known substance users, is provided. Failures to initiate SUPPs can result from the failure of program managers to meet the challenges which occur in the creation and management of program organizations. Attention to the program organization from a variety of frameworks is useful in the implementation process. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Linguistics

Alant, E., Tesner, H., & Taljaardt, E. (1992). Narrative performance in context: Analysis and implications within a South African context. Child Language Teaching & Therapy, 8 (2), 188-204.

Examined the narrative ability of 24 normal Northern Sotho-speaking children (aged 5 yrs 4 mo to 6 yrs 1 mo) in a preschool class. Each Subject was interviewed by a teacher. Subjects were then shown a sequence of familiar pictures that they had to describe. Their performances were rated on a scale from 1 to 4 on several variables. Most of the Subjects were reluctant to tell stories of a monologue nature, but mothers did not necessarily perceive them as unspontaneous. Rather, Subjects' reluctance to tell stories can be interpreted within the framework of a transition from orality to literacy, as well as within a context in which children are not exposed to narrative forms other than those seen on TV. This study suggests that before planning intervention strategies, the language pathologist should make professionals and teachers aware of the community orientation and interactional patterns in the children's normal speech development. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Psychology (self esteem)

Alawiye, O., Alawiye, C. Z., & Thomas, J., I. (1990). Comparative self-concept variances of school children in two English-speaking West African nations. Journal of Psychology, 124 (2), 169-176.

Examined the self-concepts (SCs) of 195 Ghanaian and 156 Gambian elementary school children in Grades 2, 4, 6, and 8 in the areas of physical maturity, peer relations, academic success, and school adaptiveness. The independent variables were sex, grade level (GL), and nationality. GL was the most potent variable in the SC development of both groups, whereas the sex variable indicated interaction with GL only in Gambian Subjects. The self-esteem of the Subjects in both nations in the areas of physical maturity, peer relations, and academic success was relatively high and stable. SC developmental patterns showed differences across grade levels in the 4 SC areas being tested. The SC developmental patterns of these Subjects were similar to those of school children in the US, Mexico, and Chile. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Psychology/ Sociology

Albert, A. A., & Porter, J. R. (1988). Children's gender-role stereotypes: A sociological investigation of psychological models. Sociological Forum, 3 (2), 184-210.

Investigated the predictions of the cognitive developmental, social learning, and interactive models of gender-role development by examining the effect of several variables on gender-role stereotyping in 630 male and 634 female 4-, 5-, and 6-yr-olds (974 white, 290 black). Age, sex, and race were significantly related to Subjects' gender stereotypes. With age, Subjects increasingly associated stereotypical behavior patterns with male and female gender roles. Subjects also demonstrated a higher degree of gender-role stereotyping with regard to members of their own sex. An age/sex interaction effect indicated that the tendency to demonstrate a higher degree of same-sex stereotyping was most pronounced among 4-yr-olds. Blacks were less gender-typed in their images of males and females than were whites. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Psychology/Self-Concept

Alejandro-Wright, M. N. (January, 1981). The child's development of the concept of race. Dissertation Abstracts International, 41 (7B), 2787.

This exploratory study examines the child's development of the concept of race from a sociocognitive developmental perspective. The major purpose of this study is to discover and describe the prominent conceptual transformations that occur in the child's awareness of race with increasing age.

The most crucial finding of this study is that the child does not achieve a basic adult-like awareness of race before age 10; young children go through several sates of thinking about race that suggest an invariant, hierarchial sequence to their active construction of the concept of race. At each stage the child's thinking is qualitatively different from that of the adult not only in degree, as much of previous literature contends, but more fundamentally, in kind. --Dissertation Abstracts International.

Psychology (development)

Allen, W. R. (1978). Race, family setting, and adolescent achievement orientation. The Journal of Negro Education, 47 (3), 230-243.

In order to understand adolescent development, the factors that shape adolescent experiences and personality must be first understood. Studies have shown, however, that on concepts such as aspirations, self-conceptions, and feelings of mastery, black children are comparable to whites.

For the purpose of this study the term "achievement orientation" was determined to be a multidimensional concept encompassing the adolescent aspirations, self-conceptions, achievement values and sense of environment control. The findings showed that whites scored higher on all of the measures but with a significant difference only on self-esteem. Though there was a significant difference, black children were not shown to have a low self-esteem, just a lower self-esteem compared to the white children who were measured. It was also shown that when parents exercised strong control over their child's decisionmaking, self-esteem was the highest. However, when parental control over decisionmaking decreases, the adolescent's sense of environmental control increased.

The authors point out that even though blacks scored lower on the measures of self-esteem, that they did not actually have low self-esteem. The article also did a good job of showing that even though black and white adolescents might score the same on some of these concepts, what influences them to develop the way that they do is different. This is due to different socialization processes and different values.

Even though the scores were comparable on all of the variables, the authors acknowledge that the black adolescents will probably not attain status equal to their white counterparts. The authors sum up by pointing out that help also needs to come from outside the individual.

Method.

Allen, B. A., Boykin, W. A. (1992). African American children and the educational process: Alleviating cultural discontinuity through prescriptive pedagogy. School-Pyschology Review, 21 (4), 586-596.

The authors suggest a model that demonstrates the link between culture and cognition, and uses the African child as the central subject of this proposal. They further argue that much of the school failure of African children is the result of differences in the community and home environment and those forced upon them in the US educational system.

Their statistics indicate that the performance of black children increases when cultural elements are infused into the learning contexts. The authors interpret this increase in cognitive skills with familiarity with the learning context and materials. This familiarity activates the use of critical thinking skills and motivates the students to learn and thus perform better at the given tasks.

Linguistics/Method (reading)

Allen, J. (1993). Engaging children: Community and chaos in the lives of young literacy learners. Portsmouth, New Hampshire: Heinemann.

In this book we are presented with the results of a study on the effects of whole language instruction on six first and second grade African American students. These students were selected because they were considered to be at risk of failure.

The book has three underlying themes:

1. how do teachers interest students in learning
2. how participation in literacy programs increases learning
3. how interesting and engaging each child was who participated in this study.

The first section of the book describes the key elements that were examined, and the purpose of the study. Also included is a description of the classroom environment, researcher perspectives, and how the teachers developed as whole language instructors.

Following the introduction, the book describes classroom observations and interactions in the classroom. The descriptions include the child's perspective and the teachers. In the final section, recommendations are provided.

Psychology

Alson, R. J., & Turner, W. L. (1994). A family strengths model of adjustment to disability for African American clients. Journal of Counseling & Development, 72, 378-83.

This article presents a family strength model of adjustment for African Americans with disabilities. This adjustment process is based on the assumptions that (1) individuals exist in a system context, not in isolation, (2) all individuals and families contain some level of strengths and that any successful intervention will involve acknowledging and using those strengths, (3) ethnicity and culture are powerful determinants of family process and (4)

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time is an influential factor in the adjustment process. Three premises specific to the role of the African American family and the adnustment process are: (1) many in the African American community share a deep concern for its members, (2) African American family structure more often than not consists of both the nuclear and extended family, (3) African American family strengths of kinship bonds, role flexibility, strong religious orientation, and strong education and work ethics can be particularly useful as means for individual and family adaptation when one member experiences a disabling condition.

This article is important because it capitalizes the strengths of the African American family and dispels the myth about work ethics.

Psychology

Alston, L. (1982). Parent vs. teacher reactions to problematic behavior of Head Start children. Journal of Applied Developmental Psychology, 3 (2), 155-165.

Studied individual differences in the strengths of different transgressions in eliciting disciplinary interventions with 31 black mothers and 31 black teachers of Head Start children. Simulated situational urgency to discipline was measured by a Q-sort of 60 items depicting 10 types of misconduct observed in preschool classrooms. Attitudes of concern for the significances of the behaviors for the children's development were obtained through a separate rank-ordering procedure. Results show that parents saw significantly more urgency in transgressions of social deportment. Teachers viewed aggressive and antisocial behaviors as more urgent and tended to show closer agreement between intervention urgency and attitudes. Whereas teachers' interventions may be interpreted as responses to group childcare demands, the parents' concern for social deportment invites several interpretations .

Linguistics

Anastasiow, N. J., Stayrook, N.G. (1973). Miscue language patterns of mildly retarded and nonretarded students. American Journal of Mental Deficiency, 77 (4), 431-434.

Investigated the differences and similarities in the language miscues of 10 black educable mental retardates (EMRs) and 3 nonretarded black groups: 27 kindergartners, 13 1st graders, and 33 4th-6th graders (CA peers of the EMR groups). Responses to a variation of P. Menyuk's repeated sentence taslQ were analyzed. The sentences employed a wide variety of basic sentence types and syntactic stluctures. It was found that EMRs were similar to their CA peers on concrete word errors, and similar to kindergartners on function-word errors. These results lend support for the hypothesis that EMRs have a slower rate of language development, and suggest that existing language programs for EMR should concentrate on function words.

Sociology

Anderson, E. (1990, May). The Code of the Streets. The Atlantic Monthly, 81-94.

This article presents a description of inner city life as well as a distinction between the so called "street" and "decent" inner-city youth and their quest for respect and survival.

Health/Sociology

Anderson, G., Grace, C. (1991). Black deaf adolescents: A diverse and underserved population. Volta Review, 93 (5), 73-86.

The paper looks at elements that affect adolescents who are African-American and deaf. It addresses development of autonomy, identity issues, self-image and self-esteem, positive role models, family life, sexuality, and transition from adolescence to adulthood.

In order to continue the topic of mainstreaming which is alive not only in the classroom but in society, one must realize that these deaf children go through rites of passages as well as developmental (mental and physical) stages. They may be deaf but they are human and can provide a vital contribution to our culture and society.

Psychology

Anderson, F. J. (1992). Therapy with African-American Men. Families in Society, 73 (6), pp?

The author, Anderson, examines the various barriers, which impede the participation of African-American men in clinical therapy. Franklin explores how historically socio-cultural issues have contributed to the low participation rate in therapy of African-American men. Franklin contends that there is a stigma attached to seeking clinical assistance among African-American men. Seeking such assistance seems to be tied into internalized definitions of manhood and strength, whereby a man's strength, health, and sanity are questioned if he seeks therapeutic assistance. The author also briefly alluded to the history of African-American men in American society as yet another reason why a high level of consternation exists among African-American men in relation to trusting a therapeutic clinician. Franklin offers suggestions for clinicians who seek to bridge the gap of distrust which exists between African-American men and therapists/clinicians. Franklin concluded that overcoming these barriers is essential if therapists are to meet the treatment need of African-American men.

Linguistics

Anderson, J. (1995). Can reading failure be reversed: A linguistic approach to the question. In Gadsen, V. L. & Wagner, D. A. (Eds.), Literacy among African-American youth: Issues in learning, teaching and schooling. Creskill, N.J.: Hampton Press Inc.

The researcher reviews the history of research on (AAVE) African American Vernacular English. He raises the question of how to raise literacy levels and explores issues associated with the problem within the context of social isolation and educational access for African American children in school. There is also a discussion of the results of recent linguistic research on AAVE in the past decade and asks if this new knowledge can be applied to the problem of raising reading levels.

The study of African-American English is a complex subject which needs to embody historical, sociological, psychological and linguistic disciplines.

Psychology/ media

Anderson, W. H., & Williams, B.M. (1983). TV and the black child: What black children say about the shows they watch. Journal of Black Psychology, 9 (2), 27-42.

Interviews with 78 7-,10-, and 12-yr-old black children concerning their TV preferences indicated a strong preference for predominantly black programs. 93% of the Subjects liked shows about black people because of the shows' entertaining qualities and provision of information about black life, and because of Subjects' feelings of racial pride and identification; 7% indicated that the shows were a source of negative information and stereotypes about blacks. After viewing an episode of a popular show, 50% of the Subjects indicated that the show reflected negatively on black people, and the remaining 50% thought the show made black people look good. Older Subjects were better than the younger ones in deducing and remembering certain motives and emotions communicated by the characters. Results are discussed in terms of the potential influence that black situation comedies can have on the role modeling, socialization, and self-esteem of black children.

Philosophy/ Curriculum/ Spirituality

Ani, M. (1994). Yurugu: An African-centered critique of European cultural thought and behavior. New Jersey: African World Press.

This is a comprehensive analysis of the harmful influence of Europeans, and how they have imposed their culture on the world and throughout Asia, Africa, and the South Pacific. They have attempted to destroy anything unlike themselves. Man's greatest myth is the concept of race. Europeans used this myth as a weapon to destroy the culture of others, implying that the "white race" alone has culture. This book is about culture and also about how Europeans went about creating this false image through asystematic, orderly, consistent and forceful plan. The author also suggests that media has always been one of the most effective tools used by Europeans to distort the images of all others unlike them.

Europeans painted a picture upon the minds of African and others that they are superior human beings. Only by creating a collective consciousness can one demystify and uncover these false images and save the African. This is a very important book. The author suggests that the way to liberate the mind is through a culturally based education. To not do so is to lose ourselves. She suggests that the ultimate validation of the information she uncovers is measured in terms of interest.

Sociology

Anyon, J. (1980, winter). Social class and the hidden curriculum of work. Journal of Education, 162, 67-92.

This article offers tenative empirical support (and qualification) by providing arguments which illustrates examples of differences in student's work in classrooms and in contrasting social class communities.

Anyon maintains that scholars in political economy and the sociology of knowledge have argued that public schools in complex industrial societies make different types of educational experience and curriculum knowledge to students in different social classes. However, Anyon presents the argument between Bowles and Gintis (1976), which suggest that students from different social class backgrounds are rewarded for classroom behaviors that correspond to personality traits allegedly awarded in the different occupational strata-the working classes for docility and obedience, the managerial classes for initiative and personal assertiveness. Authors: Basil Bernstein (1977), Pierre Bourdieu (Bourdieu and Passeron 1977), and Michael W. Apple (1979), focused on school knowledge, and argued that knowledge and skills leading to social power and reward (e.g., medical, legal, managerial) are made available to the advantaged social groups but are withheld from the working classes, to whom a more "practical" curriculum is offered (e.g., manual skills, clerical knowledge). Nevertheless, while there has been considerable argumentation of these point regarding education in

England. France. and North America. Anyon concludes that there has been little or no attempt to investigate these ideas empiracally in elementary or secondary schools and classes in this country.

Learning Styles

Aqiahwe, K. (1992). Learning styles: Implications for teachers. In Diaz, C. (Ed.) Multicultural education for the 21st Century, 47-59. Washington D. C.: National Education Associated Press.

This text is a multi-authored anthology. It was included as an item because it addresses the needs of the inner city black child. One particular chapter is on learning styles and implications for teachers. Research is cited from Janice Hale-Benson, Asa Hilliard, and Barbara Shade. The learning approach is discussed as being more relational than analytical. This would suggest that teachers implement cooperative, collaborative teaching methods in the classroom, where task outcomes are mutually negotiated and constructed. The social nature that occurs when success is achieved will be feature of task completions. Mutual ownership and value of achievement will all be feature.

Another focus was on the institutional climate of urban schools. Research from Ronald Edmonds was cited. It refers to culturally diverse schools and how they create sense of collaboration between school and community. The article discusses what schools and communities can do to establish effective successful schools. Some of the issues presented were community dialogue, high expectations, parent involvement, teacher decision making, and leadership qualities of the principal.

Psychology (identity)

Aries, E., & Moorehead, L. (1989). The importance of ethnicity in the development of identity of black adolescents. Psychological Reports, 65, 75-82.

"...development of identity in black adolescents should be explored within the matrix of sociocultural forces that shape the life choices of black Americans in contemporary society" (page 76).

The authors reference some of the theories of identity development, including Cross' Negro-to-Black model. One point brought out that I think was incitive on the part of the authors was that this particular model is very likely no longer relevant. The authors point out that most of the parents who are raising today's children have already gone through the supposed Negro-to-Black conversion and so they are socializing their children with a new consciousness.

The purpose of the study was to include ethnicity in the equation of identity development. Forty black high school students were administered the Identity Status Interview which includes questions concerning commitment "in the areas of occupation, ideology, sexual-interpersonal attitudes, and ethnicity."

One of the more important finding was that 22% of the students could not determine which area was most important in defining who they were. 45% percent chose ethnicity as the most important area while 39% said the occupational identity was the most important in defining who they were.

The authors said that these findings emphasize the importance of ethnicity in adolescents' struggle for figuring out who they are. The authors argue that those children who chose occupation did so because of the fact that most of them work and work is what they relate to.

Literature (fiction)

Armah, A.K. (1979) Two thousand seasons. Chicago: Third World Press.

Literature (fiction)

Armah, A. K. (1995). Osiris rising. Popenguine, West Africa: Per Ankh.

Psychology

Armour-Thomas, E. (1992). Toward an understanding of higher-order of thinking among minority students. Psychology in the Schools, 29, 273-280.

This study seeks a clarification of the nature of higher-order of thinking among minority students through an analysis of their reported knowledge and use of cognitive processes in academic problem-solving situations. The study sought to answer these questions: 1) Do minority students report the awareness and use of cognitive processes indicative of planning and monitoring? 2) Is there an interactive relationship between planning and monitoring? 3) What is the relative importance of planning and monitoring?

The sample consisted of 107 high school students from a large urban, low income, inner city school system. 77 African Americans and 30 Latinos were randomly chosen from 9th and 10th grade classes. The Student Thinking about Problem-Solving (STAPSS) was used to assess students reflections about their academic problem-solving experiences. The STAPSS provided supportive evidence that contributes to our understanding of the nature of higher-order of thinking as a multidimensional construct and the awareness and use of a wide range of mental processes in academic problem-solving.

An issue that emerged from the data analysis was the absence of processes associated with monitoring before and during problem solving. The study suggest that more importance should be given to monitoring before and during problem-solving for successful completion.

Health/ Psychology

Armstead, C.A. et al. (1989). Relationship of racial stressors to blood pressure responses and anger expression in black college students. Health Psychology, Cross, 8 (5), 541-556.

The authors provide a study reflecting the physiological effects of racism, as a stressor were examined as they related to blood pressure (BP) and anger experiences in black college students (Armstead et al. 1989). However, these author suggest that current research has failed to consider the stressful effects of racism as a factor contributing to the higher incidence of essential hypertension among Blacks (Armstead et. al. 1989).

The study envolves twenty-seven black college students viewed three excerpts showing racist situations involving blacks; anger-provoking, nonracist situations; and neutral situations (Armstead et al , 1989). After each scene, BP was taken, and a mood checklist was administered. The Framingham Anger Scale and the Anger Expression Scale were administered. Analyses revealed that BP significantly increased during the presentation of racist stimuli but not of anger-provoking or neutral stimuli (Armstead et al, 1989). Furthermore, the authors conclude by suggesting that the problems that black people face in coping with minority status, the social disorganization produced by racism and poverty, the struggle for survival in the inner city, and the increasing demands for survival in the modern environment would all seem to be candidates as stressors.

Health/ Psychology

Armstrong, F. D., Lemartek, K. L., Pegelow, C. H., Gonzalez, J. C., & others. (1993, Summer). Impact of lifestyle disruption on parent and child coping, knowledge, and parental discipline in children with sickle cell anemia. Children's Health Care, 22 (3), 189-203.

Subject groups were composed of (1) 26 children with sickle cell anemia who experienced disease-related significant lifestyle disruption (SLD), (2) 26 children with sickle cell anemia who experienced disease-related minimal lifestyle disruption (MLD), and (3) 26 non-ill black children. Children with sickle cell anemia, regardless of level of disruption, reported more knowledge about sickle cell disease than did healthy peers. Parents of children in the SLD groups scored lower on the Engagement, Emotional Engagement, and Problem-Focused Disengagement, and higher on the Medical Coping scales of the Coping Strategies Inventory than did parents in the other 2 groups. Parents of children in the MLD group reported significantdy greater use of effective discipline methods than parents of healthy children.

Literature (fiction, children's)

Armstrong, W. H. (1969). Sounder. New York: Harper-Collins.

This is a children's book about an African-American family during the time of sharecropping and the family dog named Sounder. William Armstrong shows the harshness of the times but also shows the commitment that family members had towards one another even when material items and necessities like food were scarce.

The book is emotional as the reader becomes attached to the family and Sounder. It shows the unequal relationship between African Americans and white Americans and does not exaggerate when it paints the latter as "the bad guys." It shows the willingness of an African-American family over a period of seasons to survive and succeed despite the odds.

The text as well as the illustrations by James Barkley will keep the young reader engrossed or the parent/teacher busy during story time. It is empowering for young African Americans to read about African-American families struggling and surviving under oppressive conditions. This book provides young African Americans with hope for overcoming the obstacles they may encounter in their lifetime.

Sociology (family)/ Anthropology

Arnold, E. (1982). The use of corporal punishment in child rearing in the West Indies. Child Abuse & Neglect, 6 (2), 141-145.

The West Indian child is usually loved by its parents or caretakers, but is frequendy subjected to corporal punishment unsuitable to the age and stage of its development and excessive in relation to the alleged offense. The debate on whether the persistent use of what is considered excessive punishment as the means of instilling obedience in children centers around the parents' African heritage or learned behavior from the institution of slavery. Socially and economically disadvantaged parents under stress seem to displace their frustrations and anxieties on the children through corporal punishment, which often assumes ritualized characteristics. The community in general and the parents in particular need help through appropriate education to change their attitudes of accepting excessive corporal punishment as the means of imposing discipline upon children.

Psychology (identity)

Arroyo, C. G., Zigler, E. (1995). Racial identity, academic achievement, and the psychological well-being of economically disadvantaged adolescents. Journal of Personality and Social Psychology, 69 (5), 903-914.

The racelessness construct of Fordham and Ogbu is the framework used to examine the relation between racial identity and personal psychological functioning. These authors suggest that African American students are successful when they adopt the behavior and style of the dominant culture, behavior that distances them from their culture. The results are depression, anxiety, and identity confusion.

The authors conduct three studies that test these assumptions. The studies suggest that the idea of "racelessness may have detrimental psychological effects on African American children.

Criminal justice/violence/gangs

Arthur, R. with Erickson, E. (1992). Gangs and schools. Learning Publications Inc.

Since the school environment tends to be an incubator for the formation and activities of many gangs, this books should be of special interest to teachers and public school administrators. Richard Arthur, the primary author of this book, is eminently qualified to write about this relationship because he has been a teacher, counselor and principal in his contacts with gang members.

Although Mr. Arthur's thesis offers no new insight into the gang culture, it does provided guidelines and recommendations for reducing gang activity in the school environment. --Useni Eugene Perkins.

Special Education

Artiles, A. J., & Trent, S.C. (1994). Overrepresentation of minority students in special education: A continuing debate. Journal of Education, 27 (4), 410-37.

Authors Artiles and Trent provide arguments about overrepresentation of minority and poor students and the overreliance on the medical model still remain as critical issues to be resolved. However, the authors state that these issues have continued to surface as a source of conflict among special educators, advocacy groups, and policymakers (Artiles & Trent 1994). Furthermore, the authors provide an analysis made by Lloyd Dunn and Evelyn Deno who has focused on the pitfalls of special education.

Lloyd Dunn's analysis, in 1968, called attention to the disproportionate numbers of minority students placed in segregated classrooms for students with educable mental retardation (Artiles 1994). Two years later, Evelyn Deno (1970) called attention to what she considered to be a preoccupation with, and use, of, a pathological model to place and serve students in special education programs (Artiles 1994). Nevertheless, both Artilies and Trent suggest that mishandeling of data and the lableing of students, which is the main thrust of the overrepresentation, can be reduced by improvement in general education from a histrorical perspetives condusive to minority or African American students.

Philosophy/ curriculum

Asante, M. K. (1992). Afrocentricity. New Jersey: African World Press.

Asante, describing his Afrocentric ideology, says Africa should be at the center of our reality. This center will prevent the feeling of detachment, isolation and lack of spirituality of African-Americans. He says that this African center provides a true sense of identity based upon historical facts. At present, he says, the images, symbols, lifestyles, and manners are contradictory and thereby destructive to personal and collective growth and development. African-Americans should rediscover themselves through their rich history.

The African American collective consciousness must question writers who use symbols and objects which do no contribute meaningfully to their victory. The first step toward freedom is self knowledge. Asante provides a reasonable idea of infusing history into the lives of African-Americans, and passes this spirit through the community and the classroom. Those who are committed to creating a instructional space that enriches the black child may find this sources of interest.

Philosophy/Curriculum

Asante, M. K. (December/January 1982). Afrocentric curriculum. Educational Leadership, 28-33.

Asante shares with the reader his experience and position regarding the Afrocentric Curriculum. The discovery of the centric idea was a major breakthrough in his educational conceptualization. It allowed him to explain what happens to white children who attend American schools, what happens to Asian children who are rooted in Asian culture and attend schools in their countries, what happens to children of the African continent who are grounded in their own culture and attend their own schools. He asserts that by "centering" their students of color, teachers can reduce feelings of dislocation engendered by our society's predominantly "white self-esteem curriculums." Asante believes that teachers can empower children through their culture. One of the principal aspects of empowerment is respect. Teachers are empowered if they walk into class and there is an air of credibility. The teachers can empower themselves with African-American children by using the same tools they use to empower white children. The true "centric" curriculum seeks for the African, Asian, and Hispanic child the same kind of experience that is provided for the white child. Asante contends that the movement of Africans from the continent of Africa was the first massive dislocation. The African person was physically separated from their culture and traditions. Thus, Asante positions teachers at the front lines when it comes to facing the reality of social and cultural dislocation.

Utilizing the resources of the students' families, the Molefi Asante Multicultural Academy's emphasis is on centering the children, treating each person's heritage with respect, and studying to learn about each other as a way of gaining knowledge about self and the world. Beyond raising the level of self-confidence among its' students, the academy has become a training ground for teachers interested in building respect for cultural diversity and as a tool to empower teachers.

Asante concludes his article by stating that our society is a composite of many ethnic and racial groups, and all students should be able to converse about the cultural diversity of the nation. He feels that both content and process are important in an Afrocentric approach to teaching. By combining the best elements of the centering process reminiscent of the segregation era with the best of today's more sophisticated techniques and equipment, we might find a new synthesis in our ability to teach children.

Philosophy/ curriculum

Asante, M. K. (1987). The Afrocentric Idea. Philadelphia: Temple University Press.

Asante's book is central to the understanding of the Afrocentric paradigm. Thoroughly rooted in the philosophy and religion of Africa, The Afrocentric Idea clearly articulates a theory of African-centered education. Chair of America's first doctorate degree-offering institution in African-American Studies, Temples University's Professor Asante has brought public attention to the need for a truly African-centered paradigm.

Asante designates and draws up a formal thesis pointing to what is Afrocentrism. Further, Asante makes an argument against ethnocentrism as well as Eurocentrism. Afrocentrism, as Asante asserts, is inclusive yet directly appreciated African heritage while Eurocentrists posses a slanted, biased perspective that European canons and contributions are the hallmark of civilization. The author attacks this notion, indicating that Eurocentrism, is exclusive, racist, and scholars ought to deal with this ideology with a skeptic eye. Afrocentrism, on the other hand, maintains that all ethnic canons are important; Afrocentrism allows the African or African descendant to understand and respect his/her past better; Afrocentrism also provides to the non-African descendant an understanding of African scientific and social endowments to world civilization. In sum, this new canon, or as Asante says, a canon with a new name, provides a new ideology of African consciousness. Afrocentrism calls for a scholarly endeavor as to discover who were Africans or their descendants, how are they important to us, and how can the achievements betterment the lifestyle of all Africans of African descendants and other cultures.

Asante's scholarly grasp of a multiplicity of disciplines is clearly evident. Although his work is centered on philosophy and African anthropology, he uses Quantum theory, Jung's archetypes, Einstein's critique of language, and linguistic research to back up his writing. This work is an excellent launch pad and a thoroughly readable introduction to the Afrocentric paradigm.

Philosophy/ methodology/ pedagogy

Asante, M. K. (1991). The Afrocentric idea in education. Journal of Negro Education, 60, (2), 233 - 239.

This article examines the nature and scope of an Afrocentered approach to American education and suggest ways to develop and disseminate it throughout all levels of education. Two core ideas are presented: the first is that education is fundamentally a social phenomenon whose ultimate purpose is to socialize the learner and secondly, that schools are a reflection of the societies that develop them.

Asante argues for an initiative toward curriculum change that provides an opportunity to examine the perspectives of the African people in this society and world. The aim is for an Afrocentric curriculum that affords educational opportunities for all children. The assistance that African American children need is as much cultural as it is academic. African, black children, black teachers and black history have all been maligned by an Eurocentric system.

Asante concludes that we must: 1) learn successful teacher attitudes and approaches; 2) reorientate the American educational enterprise; 3) respond to the African persons' psychology and cultural dislocation; and 4) place the African American child in his or her proper historical context and setting in order to facilitate academic success.

Psychology

Asante, M. K. (1984). The African American mode of transcendence. Journal of Transpersonal Psychology, 16 (2), 167-177.

Asante discusses the African American view of transcendence from the perspective of transpersonal psychology. He draws the readers attention to the integration of African medicine, theology, and agriculture. Three major paradigms of African American personal growth are defined as spiritual, logical-positivist, and personalism paradigms. An interesting read, even if a little esoteric at times.

Sociology (higher ed)

Astin, A. W. et. al. (1985). Minorities in American higher education: Recent trends, current prospects, and recommendations. London: Jossey-Bass Publishers.

The leading writer, Astin W. Alexander, president (as when the book was published) of the High Education Research Institute (HERI) and professor of higher education at the Graduate School of Education, University of California, Los Angeles, along with other preeminent scholars report and discuss their finding from (HERI). Alexander's purpose is to show the educational status of black, Chicanos, Puerto Ricans, and the American Indians as reflected in large bodies of empirical data, it does not portray each ethnicity from an historical or cultural perspective. Further, the author's premises presupposes, in short, that minorities, are misrepresented and under represented in the American educational system, therefore, a "redressing [of] inequality in higher education is not only as essential component of any significant effort to guarantee to these groups full participation in U.S. society... The attainment of full participation in higher education for these groups may in the short run require that financial and other resources be allocated..." There are ten chapters with two appendixes and scientific chart that deal with, for instance, the "Percentage of Persons Aged Twenty-Five to Twenty-Nine Who Have Completed Four or More Years of College" or 'Flagship Universities with the Greatest Under representation of Black Undergraduates"; there are approximately forty-three tables in all. The research is thorough. For example, in chapter one and the following three, the reader is able to examine the patterns of minorities enrollment and attrition for colleges. In chapter five, Alexander point out the "factors that facilitate or inhibit minority progress in higher education." In this important book, the reader will be able to recognize the intrinsic problem of America's educational system and how it has failed to encourage minorities' advancement.

Psychology (language, identity)/ Linguistics

August, G. J., & Falkner, D. W. (1977). Role of affective meaningfulness and self-concept in the verbal learning of white and black children. Journal of Educational Research, 69, (3), 253 - 260.

This study examines the extent to which white and black children, representing two levels of self-concept and two levels of socioeconomic class, rely of their affective assessment of words in a recall test. In northwestern Indiana, white and black fifth grade students were randomly chosen from four elementary schools. They were broken into four social-racial groups: lower class whites, lower class blacks, middle class whites and middle class blacks. All children were pretested with the Piers-Harris Self-concept Scale and administered the Word Assessment Scaled on two occasions.

The findings showed that ethnic and social class differences in primary skills to be at a minimum and no significant differences were obtained in the overall free-recall performance between Blacks and whites. The findings seem to agree, with the growing body of evidence, that ethnic and social class differences in primary memory skills to be at a miimum. Thus the differences in affective learning preference cannot be attributed to the presence of inferior verbal skills.

Methodology

Ayllon, T., Garber, S., & Pisor, K. (1975, October). The elimination of discipline problems through a combined school-home motivational system. Behavior Therapy, 6 (S?), 616-626.

Describes a new procedure that includes children's homes as a powerful source of reinforcement to eliminate discipline problems in school. This procedure consists of linking the child's daily classroom behavior to consequences provided at home by the parents. An entire 3rd-grade class of 23 black students was observed for 1.5 hrs daily. Baseline measures indicated that the average level of disruption was 90%. To give the child (and parent) feedback regarding classroom conduct a "good behavior" letter was sent home with the child if he met criteria for good conduct. Parents then provided differential consequences in the home, based on the receipt or nonreceipt of the letter. Within a day, the contingent presentation of the letter for good conduct decreased disruptive behavior to a mean of 10%. When the "good behavior" letter was given irrespective of conduct in school, disruption rose to 50%. The reinstatement of the contingent presentation of the letter immediately reduced disruptive behavior to zero. Results indicate that a school-home-based motivational system can be effective in reducing disruptive behavior and maintaining appropriate conduct in the classroom.

Psychology

Azibo, D.A. (1989). African-centered theses on mental health and nosology of Black African Personality Disorder. The Journal of Black Psychology, 15 (2), 173-214.

In this article Dr. Azibo reports the traditional definition of mental health. He asserts that western psychologists have developed a definition of what is healthy and what is not and what is normal and what is not based on their own cultural experiences and then tried to apply them to the African personality. He then gives his own definition of mental health and suggests that it is not individual but collective. He suggests that the mental health of a human racial group is determined by the degree to which their cosmology, culture and survival thrust are harmonious with end embrace the natural order. In addition, he says that mental health is that psychological and behavioral functioning that is in accord with the basic nature of the original human nature and its attendant cosmology and survival trust.

Dr. Azibo asserts that because the African personality structure is fundamentally different from that of the European, and diagnostic system that attempts to classify its mental disorders must do so from an African cultural perspective and considering what is normal and abnormal within that context. The Azibo nosology, is therefore considered on more relevant diagnostic system for personality disorder than the DSM III.

Psychology

Azibo, D.A. (1988). Psychology: Research and methodology relative to blacks. Western Journal of Black Studies, 12 (4), 220-230.

This paper adds to the expanding discussion about the inappropriate measurements being used in the study of the Black Personality. The established approaches to psychological research of the Black Personality, the cross-cultural and comparative approaches, promote results that lack meaning for the African descent personality. This research is particularly harmful to the black child says the author. What he suggests is the application of a different more superior approach that relies on a "within culture" structural framework. The term for this approach is called *the theory-driven steady state* approach.

The *theory-driven steady state* approach uses the Black Personality as its central focus. We define the Black Personality as "*a theoretical construct which attempts to explain the psychological functioning of persons with African origins.*" This viewpoint is critical to the further research of the Black Personality because of the shortcoming in comparative research which makes it impossible to obtain equivalent examples. The article provides several examples of comparative research that yield racially defined results that are inappropriate to the Black Personality. This frame is deeply embedded in the Western culture. Azibo presents a strong argument against this frame. He believes that operating from the *theory-derived steady state* approach will alleviate a major problem facing African descent researchers. Black researchers paradoxically are a part of the black community, yet trained in research methods that are not a part of the black person's reality. The major consequence of this paradoxical position according to Wade Nobles is that "as long as Black researchers ask the same questions and theorized the same theory as their White counterparts, Black researchers will continue to be part and parcel to a system which perpetuates the misunderstanding of Black reality and consequently contributes to our degradation." In short, Azibo believes that using the theory-derived steady state approach will yield more valid knowledge about the psychological functioning of blacks.

Psychology

Azibo, D. A. (1988). Understanding the proper and improper usage of the comparative reserach framework. The Journal of Black Psychology, 15 (1), 81-91.

Eurocentric hegemony as applied to research presents a serious problem for African researchers and social scientists. They are expected to conduct research involving comparisons of African and African American data to white data. A further problem is the research is considered valid only when the white data is used as the "standard." Still another dilemma is that when the research evaluates only African data, it is not considered scientific.

The author suggests that an understanding of the epistemological issues will clarify the proper and improper use of comparative framework. The comparative research framework requires, according to John Stuart Mills, that the two groups being measured are equal in all respects. If the two groups differ, then the differences can only be described. The research cannot be interpreted and any attempt to suggest underlying constructs is meaningless.

The comparative research framework can be used properly if the racial groups are measured equally on all variables. The research is improper if the groups are not equated on relevant variables. The necessary ingredient is attention to culture which is the essential variable necessary for racial comparisons. Three kinds of proper usage are pointed out, deconstruction compulsion, research question compulsion, and construct compulsion.

Unfortunately, improper usage of comparative research is so ingrained in Euro-American social science, that it will probably continue to be a problem. African social scientists who are using the same Eurocentric methodology promote the African inferiority myth. However, it is hoped that awareness of the pitfalls will minimize its oppressive usage. This knowledge will hopefully bring social scientists closer to effecting a paradigm shift.

B's

Power Schools

Backler, A. & Eakin, S. (Eds.). (1993). Every child can succeed: Readings for school improvement. Bloomington, Indiana: Agency for Instructional Technology.

Health/ Psychology

Badger, E., Burns, D., & Vietze, P. (1981). Maternal risk factors as predictors of developmental outcome in early childhood. Infant Mental Health Journal, 2 (1), 33-43.

Describes the rationale, procedures, and initial validation of the Maternal Risk Score (MRS) that assesses distal environmental factors thought to negatively influence maternal care giving ability. 36 lower class, single, black 14-19 yr old mothers of firstborn, full-term infants were included in an educational intervention program carried out during infants' 1st 12 mo of life. The development of the MRS was centered around 4 areas: maturity of mother, degree of planning of the mother, family support system, and level of poverty. Initial, Year 1, Year 2, and Year 3 MRS scores were compared with infant development at 1 and 2 yrs as measured by the Bayley Scales of Infant Development, and at 3 yrs with the McCarthy Scales of Children's Abilities, using Pearson product-moment correlations. The initial MRS correlated negatively with the Bayley Mental Development Index (MDI) at Year 1 and also at Year 2. The MRS for Year 1 showed significant negative correlations with the 2 Bayley MDIs; 2- and 3-yr MRS scores were significantly related to 3-yr McCarthy test scores. This screening instrument appears to be a promising approach for identifying lower class mothers of infants who might be at risk for developmental disabilities.

Sociology

Baker, F. (1991). Saving our kids from delinquency, drugs and despair. Harper Collins Publishers.

An excellent commentary on the myriad of social problems which are devastating many of today's youth. The author examines these problems and the social institutions which are supposed to help remediate them. What makes this book stand out from others of its kind is that the author is a social practitioner (not just a theorist) and provides many insightful recommendations.
--Useni Eugene Perkins.

Psychology (identity/self-esteem)

Baldwin, J. A., Ducan, J. A., Bell, Y. R. (1987). Assessment of African self-consciousness among black students from two college environments. The Journal of Black Psychology, 13 (2), 27-

41.

Presented here is an explanation of research that examined the relationship of sociocultural settings and African self consciousness (ASC). Those who participated in the study included Black students from the predominantly Black Florida Agricultural and Mechanical University (FAMU), and black students from predominantly white Florida State University. Both groups were administered the ASC scale and a questionnaire. The research was based on the hypothesis that African American cultural consciousness is necessary to the healthy functioning of the Black personality.

This study revealed three major findings: 1) Black academic settings promote pro-black norms and social expectancies, 2) Black students who took black studies courses received higher ASC scores, and 3) FAMU students who attended predominantly black elementary schools got higher scores than those without this background.

This article concludes that thought more studies are needed in this area, there seems to be a strong correlation between various African-American behaviors and the levels of African-American consciousness. Blacks seem to demonstrate more positive behavior and effective psychological functioning when they have a higher African consciousness. The study also suggests that a predominantly black academic setting might present a healthier environment for positive personality growth and development in African-American students, and educational curricula centering around the black experience correlates positively with African consciousness. One other secondary finding suggested that integration may have been harmful to the black psyche.

Psychology/Racism

Baldwin, J. A. (1980). The psychology of oppression. In M. Asante & A. S. Vandi, (Eds.) Contemporary Black Thought, pp. 85-110. Beverly Hills, Ca: Sage.

The purpose of this article is to restate what many social analysts continue to maintain concerning the differences of cosmology for the European and the African. These differences are dependent on how each social group defines their experiences. The community shares these definitions which are the philosophical base for the particular social system. They determine how the members of the system define or see their world. The author terms these shared definitions as a *definitional system* and equates this term to world view. For example, while the African seeks to unite with nature, and coexist, the European seeks to oppress, repress, and suppress, manipulating all objects that are unlike them.

Baldwin also notes that race is the underlying principle of the definitional systems, and definitional systems reflect the survival techniques for a particular racial group based on their geographic and historical experiences. In other words, every racial group has its own definitional system or worldview. History reveals that wherever in space (varied geographic regions) and whenever in time (different periods of history) Europeans and Africans encountered each other, conflicts have arisen because of differences in such things as lifestyles and social priorities. History shows that Europeans and Africans have found it impossible to blend their distinct definitional systems and coexist in harmony.

Because Europeans can impose their definitional system on African Americans by physical force, they can keep African Americans psychologically off balance. Since Europeans control the definitional system in America, they create social reality for the African American. In short, psychological oppression is a racial issue.

Relevance to the African Child

Effective education of the African child requires that we gain a total knowledge of the psychology of oppression as it relates to Africans living in a Western influenced society. Africans need to step out of the framework of viewing their world from the Western perspective. This perspective disrespects the African culture, and it does not legitimate African social reality. To continue to apply European definitions to the African social reality is psychological genocide for the present generation and the future ones. Baldwin insists that the psychological survival of Africans is ultimately dependent on constant vigilance of the psychological warfare imposed on them by the larger system. Resistance is the only hope for the continued survival of African people, and the survival skills of awareness, and appreciation for one's own definitional system must be passed down to the African child.

Psychology (self esteem)

Baldwin, J. A. (1979). Theory and research concerning the notion of black self-hatred: A review and reinterpretation. Journal of Black Psychology, 52, 52-78.

Examines some the theoretical propositions and empirical evidence that have been used to generate support for the notion that black people harbor feeling of self-rejection and self-hatred. Furthermore, most conceptions of black self-hatred have grown out of the general framework of self-concept theory that emphasized the primary importance of social interaction.

Psychology

Baldwin, J. A. (1984). African self-consciousness and the mental health of African-Americans. The Journal of Black Studies, 15 (2), 177-194.

In this article, James A. Baldwin discusses the conventional forms of mental illness (e.g., neurotic and psychotic reactions, drug addiction and abuse, suicidal behavior, deviant sexual behavior, and emotional stress) among African-Americans. Current estimates suggest that 1 out of every 20 to 25 urban blacks is likely to encounter one of the traditional Western treatment-correctional institutions each year (Baldwin, 1984).

Baldwin suggests that black psychologists are beginning to recognize the importance of broadening the context of black mental health to encompass these more sociopolitical behavior patterns that have clear psychological implications where the welfare and survival of the black community is concerned. Given the complex psychological predicament that this trend in self -destructive behaviors among Black people represents, Baldwin further maintains that it would appear that we must begin to generate some basic psychological models of the African reality structure that allows us to explain as fully as possible the sociocultural forces that account for such a dangerous phenomenon as is the current state of black mental health.

Psychology

Baldwin, J. A. (1985). Psychological aspects of European cosmology. Western Journal of Black Studies, 9 (4).

This article examines the deleterious effects of the adoption of a European cosmology or worldview by African-Americans. Baldwin lists the components of the European cosmology and provides an analysis which clearly illuminates its presence in American social reality. Baldwin also explores the psychological health implication of the adoption of such a worldview by African-american. Baldwin asserts that the adoption of the European-American cosmology by African-American is pathological because the European worldview is, in essence, anti-African. Among the pathological manifestations of the operation of a European-American worldview among African-American, Baldwin lists the following: 1) the tendency among African-Americans to accept European American definitions and interpretations of religious doctrine, morality, and ethics, 2) the practice among African-Americans of spending their money and taking their resources outside of their community, and 3) the tendency among African-American to seek European-American acknowledgment, recognition, involvement/participation, approval, legitimacy in all areas of life, i.e., religion, economics, education, politics, media-entertainment, and the deity-like prominence given by African-Americans to those who attain it. Baldwin concludes by offering his own solutions to these pathologies and strongly advocated the erection of Afrocentric institutions within the African-American community.

Psychology

Baldwin, J. A., Brown, R., & Rackley, R. (1990). Some socio-behavioral correlates of African self-consciousness in African-American college students. Journal of Black Psychology, 1/7 (1), 1-17.

The authors examine the relationship between African background experience, self-consciousness, and affirmative behaviors among African-American college students. The study presupposes that black personality is based upon two components: African self-extension orientation and African self-consciousness. These two ideas are subordinate to Afrocentric, a canon which describes black personality. Under "normal-natural" conditions, black who have these personality components would be able to "operate to express the Afrocentric trust [survival maintenance (responsible for community and self) and self-enhancement (learning about and improving self) thrust]." Baldwin and others suggest that African self-consciousness is influenced by a pattern of early experiences and manifestations of "pro-Black/self-affirming behaviors." African-American college students who employ such components will generate self-affirmative behaviors.

Psychology (self esteem)

Baldwin, J.A., Brown, R., & Hopkins, R. (1991). The black self-hatred paradigm revisited: An Afrocentric analysis. In R.L. Jones (Ed.) Black Psychology, pp 141-165. Berkeley. CA. Cobb & Henry Publishers.

In the late 1970s, Professor Baldwin first challenged the Euro-centric paradigm because it led to a pathogenic self-conception in African Americans. This pathogenic conception led to what Baldwin termed "the vicious Euro-centric construct of black self-hatred." Professors Baldwin, Brown and Hopkins now revisit the literature on black self-hatred under the heading of Deconstruction in Black Psychology. The discussion focuses on the significance of culture and world-view. The Euro-centric paradigm and concept of self is based on the guiding philosophical principles of a) control over nature and b) survival of the fittest. However, traditional African philosophy is grounded in a) harmony with nature and b) the extended self - "I am, because we are" (Mbiti, 1970).

The authors go on to discuss the evolution of the black self-hatred paradigm in the plethora of doll studies and the like, and point out why these studies have yielded erroneous results: it seems to be a case of the self-fulfilling prophecy, you get what you expect. A long section follows on the methodological critique. The article then delineates the Africentric paradigm and concept of self, and concludes with a list of recommendations for black social scientists. It points to the dangerous conclusions that can arise by using Eurocentric paradigms on African American people and recommends that a truly Afrocentric paradigm be used for research on African Americans. A passionate and important article.

Sociology (family)

Ball, R.E. (1993). Children and marital happiness of black Americans. Journal of Comparative Family Studies, 24 (2), 203-218.

The author conducted a study to determine the correlates of subjective feelings of marital happiness using data from General Social Surveys, a yearly project conducted by the National Opinion research Center. Face to face interview methods were used, and 526 surveys were pulled for inclusion. 234, were black husbands, 292

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were black wives. Analysis of variance and linear regression techniques were used. Due to the exploratory nature of the study, a 10 p level was used. A variety of age, SES, and number of children classifications were used.

The author found that the presence of a minor in the home was related to lower marital happiness for wives if the minor children are school-ages (6-17). The length of the marriage and respondent age may contribute to this result. Contrary to research with white wives, the presence of preschool age children in the household appear to related to increased feelings of satisfaction of black women. Having teenagers tended to increase the feelings of marital satisfaction for black husbands, but was negatively correlated for wives. This may be in response to the idea that men take pride in their children's accomplishments.

In this study, education, health, and church involvement were all positively related to marital happiness of wives; employment was a negative predictor. One surprising finding was that the family income and husbands' education were not predictors. For husbands, chinch involvement was the only non-children variable significantly related to marital happiness. Contradictory to much previous research, employed men did not have higher levels of satisfaction.

This study presents some interesting area of future research. The findings indicating that family income and male employment did not relate to perceived marital satisfaction are intriguing, and suggests the need for further qualitative research. The results of such research might identify strengths in the African-American marital dyad unique and different from anglo dyads. Knowledge of these has implications for counseling, as well as adding to the understanding of black family life.

History/ Political Science

Ba-Nikongo, N. (Ed.). (1991). Debt and development in the Third World: Trends and strategies. Washington, D.C.: Institute for Afro-American Scholarship.

In this collection of essays edited by Nikongo Ba-Nikongo, several authors expose the strategies and tactics that European financial institution have used to continue to oppress and financially exploit so called third world countries (especially African countries). Collectively, the authors assert several common themes through their essays. They contend that the 1980's was particularly unkind to so-called developing countries financially. The basic situation in many of those nations made it necessary to obtain loans from international financiers on conditions neither dictated by them nor reasonably within their ability to service over the long term with a view toward changing global conditions. The authors suggest that loans were made available to these countries in amazing abundance and their terms were such that the developing countries could never repay them and thus remain indebted forever. It is suggested that the single worst condition with which they were faced was the interest rated and repayment plans that were offered. The authors explain the situations of the different countries that are discussed, the terms of the loans they acquired and the manner in which the debt has contributed to their oppression.

Methodology (testing)

Ban voided on IQ test for black pupils. (1992, September 3). L.A. Times.

Provides a discussion abut the 1986 ruling in San Francisco, which prohibited the administration of standardized IQ testing. U.S. district judge Robert Peckham ruled that the standardized IQ test has a built-in bias and prohibited their use statewide for diagnosing blacks as retarded or placing them in special classes for the retarded. However, Judge Peckham lifted the ban after a small group of parents challenged the ban by stating that the IQ test was needed in order to evaluate if a student has learning disabilities. Nevertheless, Shirley Thorn, deputy superintendent of specialized program, scrutinized standardized IQ testing by stating that IQ tests have built-in cultural bias and are not a valid measure of a child's ability.

Psychology (self esteem)

Banks, C. W. (1976). White preference in blacks: A paradigm in search of a phenomenon. Psychological Bulletin, 83 (6), 1179-1186.

According to Banks, research on black behavior, for a number of years, has been dominated by the topic of self-concept and by the paradigm of preference. Banks suggest that white-preference behavior, as the evaluative choice of opposite-race characteristics, was conceived as an operationalization of racial self-rejection in blacks and a negative concept of self, which develops as a result of social rejection and negative labeling (Proshansky & Newton, 1968), and is believed to be manifested in a tendency to express evaluative and self identification preferences in favor of white dolls, puppets, and other representations (Banks 1976). Moreover, he adds that Ruiz and Padilla (1974) have criticized the research in this area in terms of its validity and sociotemporal specificity. They contend that recent studies show blacks expressing a greater degree of same-race preference than was characteristic of early research, and they attributed this trend to the changing social climate of civil equality and black pride (Banks 1976).

Banks concludes that there are present empirical and theoretical gaps, which are moot whether studies reflect minority preferences for white stimuli or mirror partial subject responses within biased designs. However, Banks says that such arguments, though cogent, have been levied against the research by other authors (Jones, 1972; Nobles, 1973; Proshansky, Newton, 1968). Most importantly, Banks states that, "the manner in which these arguments miss the most essential problem of the preference literature--the failure to obtain the predicted phenomenon (Banks 1976)."

Psychology (self-concept)/ Sociology/

Banks, J. (1984). Black youths in predominately white suburbs: An exploratory study of their attitudes and self-concepts. The Journal of Negro Education, 53 (1), 3-17.

The author suggest that black suburbanization is not a monolithic movement. Although many black suburbanites live in predominately black spill-over communities, a significant number of black suburban residents live in predominately white communities where they are a small but increasingly significant minority. Nevertheless, the author provides research that describes and interprets the social, psychological, and educational experiences of black suburbanites.

Methodology/ curriculum

Banks, James A. (1970). Teaching the black experience: Methods and materials. Fearon Publishers.

The author James A. Banks begin this book by asking himself several questions, some of which are: 1) :What methods can be used to teach black history?", (2) "What resources are available for teaching the black experience?", (3) "When should teaching about the Negro and race relations being?", (4) "How can they be obtained?", and (5) "Should black history be taught as a separate subject or as a part of regular social studies unit (Banks, 1970)?"

The author suggests in this book that prior to his writing this book, materials and methods for the teaching were quite limited; however, he further explains that we in the United State of America are involved in a racial crisis. He suggests that this crisis has even permeated our schools. According to Banks, white and black students have clashed in urban areas, black students have boycotted classes and openly expressed hostility toward white teachers and administrators. Nevertheless, he further suggests that in taking decisive steps to help relieve racial conflicts and to help children develop more positive racial attitudes, educators have embarked upon a new frontier. Banks implores the idea that historically, the public schools have supported and perpetuated the dominant societal attitudes toward ethnic and cultural minorities (Banks, 1970). Banks, further suggest that most educators now realize that unless we as a society play a leading and decisive role in creating a racial harmony and minimizing polarization our democracy will face a momentous challenge with which it may be incapable of coping.

Method. (Social Studies)

Banks, J. A. (1973) Teaching strategies for the social studies: Inquiry, valuing, and decision-making. Reading, Massachusetts: Addison-Wesley Publishing Company.

The author has developed this textbook with the idea that encouraging participation in the democratic process through making public policy is essential for the continued survival of a free society. The textbook also suggests that students can learn how to look at problems systematically, think about the problem, and then take positive actions to resolve it.

The book is organized to breakdown the components of the above theory. Part one and two emphasize social inquiry and the structures of the social science disciplines. Analyzing the social structures enables the student to observe human behavior. Understanding human behavior will enhance decision-making skill. Interdisciplinary inquiry is also introduced to help children understand the complexity of social problems and that they cannot necessarily be viewed as single units.

Values and valuing and their roles is the topic of Part three. The point being made here is that individuals must be able to identify their values.

Once the critical thinking decision-maker gains a higher level of scientific knowledge and pinpoints their values; they must synthesize this information and make a decision about the course of action they will take.

The author believes the main goal of social studies relies on the fact that the human group will always face personal and social problems. This book seeks to help students make reflective decisions to enable them to resolve problems and make public policy by participating in positive social action.

Health

Baranowski, T., Bryan, G.T., Rassin, D. K., Harrison, J. A., et al. (1990). Ethnicity, infant-feeding practices, and childhood adiposity. Journal of Developmental & Behavioral Pediatrics, 1 (5), 234-239.

Investigated the relationship of infant-feeding practices to 3 measures of adiposity: body weight, body mass index, and the sum of 7 skinfolds among 79 Anglo-, 57 Mexican-, and 1 10 Black-American children (aged 3-4 years). Infant-feeding and sociodemographic questions were interviewer administered. Although a weak bivariate relationship was detected between the duration of breastfeeding and body weight, none of the measures of infant-feeding were related to the 3 indicators of adiposity. Black-American girls had smaller skinfolds than Anglo- or Mexican-American girls, with no ethnic group differences among boys. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Sociology/ Linguistics/ Racism

Baratz, J., & Baratz, S.. (1970). Early childhood intervention: The social science base of institutional racism. Harvard Education Review, 40, 29-50.

This book examines the assumptions of intervention programs that imply that African-American behavior is pathological. It provided a suggestion that the lack of cultural forms of lower class African-American in education hinders intervention programs such as Head Start, but also highlights the permanence of institutional racism. The cultural difference model which indicate that African-American children speak a highly-developed but different variety of English from mainstream America is presented as an alternative.

Psychology (development)

Barbarin, O. A., & Soler, R. E. (1993). Behavioral, emotional, and academic adjustment in a national probability sample of African American children: Effects of age, gender, and family structure [Special Issue: Emotional development of African American Children]. Journal of Black Psychology, 19 (4), 423-446.

This study deals with the frequency of behavioral, emotional, and academic problems of African-American adolescents and how age, gender, socioeconomic status and family structure affected the problem. The information presented was based on data gathered in 1981 by the national Health Interview Survey-Child Health Supplement. Parents or primary guardians were interviewed. Parents cited problems in the areas of restlessness, anxiety, and poor concentration. Boys were more likely to exhibit problems than girls. Boys aged 5 to 11 had a higher rate of socio-emotional problems than did adolescent boys. In the school setting, girls performed better than boys, young boys did better than older ones, and children from a multiple-biological mother household. Adolescents in single-adult households did not show any differences in problems compared to those in multiple-adult households. The findings regarding young African-American boys do not set them apart from boys from other ethnic groups. However, there is a difference in adolescents. The characteristic of agitation, anxiety, hyperactivity, and concentration problems, remains with the African-American male through adolescence. The author suggests this agitation might be tied to anxiety concerning personal safety. In the classroom, this agitation might be incorrectly assessed as being symptomatic of ADD with hyperactivity. This study found that family structure did not make a difference for adolescents. They appear to be more self-sufficient and can get help from others outside the family when support is needed.

Health

Barnes, C. (1988). Melanin: The chemical key to black greatness: The harmful effect of toxic drugs on melanin centers within the black human. Hampton, VA: UB & US Books & Things.

Carol Barnes provides scientific background text which explores the biochemistry of the dynamic molecule melanin. Chapter I, "What is Melanin?", gives both the chemical and physical properties of melanin. Chapter II, "Why is Melanin Black?", explores the biochemistry of melanin. Chapter III, "How is Melanin Manufactured In the Black Human?", illustrates melanin production and the various types by concentration. Chapter IV, "Melanin Production In the Skin," provides the chemical mechanism for which melanin is produced in the skin. Chapter V, "Melanin Production In Internal Organs," provides the chemical mechanism for which melanin is produced in the internal organs. Chapter VI, "What Is Known About Melanin," provides a discussion about how melanin can become toxic when in contact with harmful drugs and other abusive substances. Chapter VII, "What is the Potential of Melanin," provides discussion about how melanin plays a vital role in one's consciousness. Chapter VIII, "Major Organs In The Black Human That Contain High Concentrations Of Melanin," illustrates the anatomy of organs and cell and the melanin concentrations found in them. Chapter IX, "Conditions, Actions, Traits Controlled by Melanin and Melanin Centers," provides information on how melanin affects our daily activities. Chapter X, "Energy States/Electron Excitation," explores the sub-atomic world of melanin and illustrates its electronic states. Chapter XI, "How Toxic Drugs and Chemical Affect Or Alter Melanin's Role and Life Functions," details information on how melanin is altered by abusive substances. Chapter XII, "Like dissolves Like," provides a continuous discussion about how melanin is affect by abusive substances. Chapter XIII, "What Are Alkaloids," provides a clear chemical definition of alkaloids. Chapter, XIV, "Examples of Alkaloids By The Body For life Functions," illustrates examples of alkaloids found on the body's biochemical functions. Chapter XV, "Highly Toxic Alkaloids That Alter The Chemical Reactivity of Melanin," discusses all of the chemical alkaloid that affects the chemical reactivity of Melanin.

Literature (fiction)

Barnes, M. E., & Goss, L. (Eds.). (1989). Talk That Talk: An Anthology of African American Storytelling. New York: Simon & Shuster.

An excellent book of African American folklore. The book is well edited and stories are written by some of America's foremost writers. The introduction of this book, for example, is written by scholar Henry Louis Gates. Some of the stories which follow are written by Alice Walker (writer of the best-selling novel, The Color Purple, also made into the movie of the same name), Zora Neale Hurston (one of American's first folklorist), and Achebe (a scholar, and author of the novel, Thing Fall Apart). There are seven sections in this book alongside intuitive commentaries. The first section of this book is entitled, "When the Animals Talked: Animal Tales and Fables,"and includes Zora Neale Hurston's "King of de world"and Rita Cox's clever story, "How Trouble Made the Monkey Eat Pepper." The commentaries are written by fiction writer and essayist, Houston A. Baker, and historian, Ivan Van Sertima. Part five is entitled, "Bogey Man's Gonna Get You: Tales of Ghosts and Witches." In this section, Paul Laurence Dunbar, fiction writer and poet, writes, appropriately, "The Boogah Man" and Margret Walker, fiction writer as well as poet, writes the "Ballad of Happy-Todd."

The final commentary is by historian/lecturer/scholar/writer, Molefi Kete Asante. The book is well organized and the comments made by scholars help one to understand pieces read as well as their background and the piece's importance.

Literature (miscellaneous anthology)

Barksdale, R., & Kinnamon, K. (Eds.). (1972). Black writers of America. New York: The MacMillian Company.

This is a large, comprehensive work gathering African-American literature from the eighteenth century through the mid-twentieth century. It is split up into six sections that contain a multitude of genres like poetry, slave narratives, folklore, songs, autobiographies, speeches, drama, fiction, letters and essays. Each section gives a brief background of the era and celebrates the writers that have received the most attention from the mainstream by presenting some of their work under the heading, *The Major Writers*. The editors introduce the reader not only to these well-known authors, but also to contemporary authors who may not have received quite as much attention.

The book contains works of note, such as Paul Laurence Dunbar's "We Wear the Mask," Booker T. Washington's, "Up from Slavery," Phillis Wheatly's "On Virtue," and Dr. Martin Luther King's, "Letter from a Birmingham Jail." The editors do not show the ability of authors to move in and out of artistic styles, but they present works that will lead the reader to seek out more texts by authors they find interesting. Some works are not printed in their entirety, but the excerpts do give the reader a good idea as to what the complete text contains.

This book introduces the reader to numerous writers and genres and helps to reinforce the artistic accomplishments of African-American writers over a considerable period of time.

With well-written, in-depth biographies and introductions on black authors and their literary era, one is offered, for instance, fiction from Richard Wright; poetry from Nikki Giovanni, prose from Baldwin, short fiction form Charles Chestnutt, and many other pieces. The book is structured chronologically, beginning with the emersion of American literature and going right up to the present. It is a needed book for students of African-American literature.

Health

Bartel, P. R., et al. (1977). The effects of kwashiorkor on performance on tests of neuropsychological function. Psychologia Africana, 17 (2), 153-160.

Administered (a) the Tactual Performance, Tactile Form Recognition, and Category subtests of the Halstead Impairment Index and the Halstead Neuropsychological Test Battery; and (b) the WISC Maze test to 3 groups of black children ages 5-14 yrs. The malnourished group, consisting of 31 children who had been hospitalized for the treatment of kwashiorkor during the first 27 months of life, was age-matched with 2 control groups: a group of siblings and a group of yardmates, neither of whom had been exposed to acute infantile malnutrition. Performance on the tests was not significantly different between groups. These findings are interpreted as showing that the kwashiorkor Subjects had recovered any earlier deficits in the abilities assessed by these tests.

Sociology

Barton, T. R., & Pillai, V. K. (1993). An evaluation of a prototype jobs program using an event history analysis of AFDC cases. Evaluation Review, 17 (1), 27-46.

Evaluated the Kenosha County, Wisconsin work experience and job training program, a prototype job opportunities and basic skills training program, initiated January 1987. The program requires participation, has broad coverage, and is relatively expensive. Its impact on aid to families with dependent children (AFDC) was explored, using administrative welfare data and an event history analysis. Findings suggest that Kenosha's program had no affect on AFDC-Basic spell lengths, had a positive impact on AFDC-Basic cases headed by never-married Black teenagers, and had a negative impact on AFDC-Unemployed Parent cases. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Sociology (violence)

Bassette, E. J. (1994). Silent cry: The key to stopping violence. 3B Publishing Co.

E.J. Bassette, a successful young salesman who once worked for two Fortune 500 companies, has written a compelling autobiographical commentary about violence and Black youth. A product of Chicago's Ida B. Wells Housing Project, once a national showcase for public housing, Mr. Bassette knows full well what it is like growing up in an environment that is plagued with violence. In Silent Cry, Mr. Bassette shares with his readers the tribulations and life threatening experiences that engulf the lives of many of the youth who live in this poverty stricken and oppressive community. His vignettes about his homeboys, who were not as fortunate as he was, are poignant descriptions of young Black males who have accepted violence as a normal manifestation of life. Mr. Bassette writes in a syntax that is convincing and direct but also underlined with urgency and passion.

His message is clear; to stop the violence we must improve the quality of life for those who are most affected by it--our young. --Useni Eugene Perkins.

Linguistics

Baugh, J. (1983). A survey of Afro-American English. Annual Review of Anthropology, 12, 335-354.

Reviews educational, linguistic, and anthropological research on contemporary Black speech patterns in the US. The linguistic continuum between standard English and Black vernacular English (BVE) is considered in terms of social factors, the controversy over the linguistic legitimacy of BVE, oral traditions and prescriptive norms, and educational policy. Technical studies on the structure of BVE and the acquisition of BVE during childhood development are discussed. and it is concluded that the dynamics of black speech patterns will continue to evolve in response to changing social conditions.

Linguistics

Baugh, J. (1983). Black street speech: Its history, structure, and survival. Austin, TX: University of Texas Press.

Baugh's seminal work is the first book on black English by an African-American linguist based on a long-term study of adult speakers. His meticulous methodology involved over 300 hours of tape-recorded vignettes including men and women from Los Angeles, Philadelphia, Chicago, Austin and Houston. His consultants were a minority within a minority in that they had limited contact with whites. He sought to concertize the nature of their linguistic styles in numerous social situations. What he discovered was that changes in social circumstances were concomitantly accompanied by subtle changes in speech. Careful analyses revealed a far wider scope of speaking styles among black Americans than among standard English speakers. Specifically, Baugh uncovered six (6) common syntactic aspects of street speech. Phonological analyses revealed the complexity and elasticity of the dialect.

Finally, Baugh reflects on the implication of employability and education of black Americans. As Baugh so cogently writes:

> Linguists now agree that language dialects are all equal from the theoretical point of view. But as long as employers, educators and politicians fail to recognize this fact, the folk notion that street speech is bad, ignorant, illogical or inferior will prevail (p .134).

Baugh adeptly puts an interesting twist on the dilemma when he writes: "It would be just as difficult for standard speakers to master street speech as it is for black vernacular speaker to learn the standard (p. 134)."

Linguistics / Methodology (math/ logic)

Baugh, J. (1994). New and prevailing misconceptions of African American English of logic and mathematics. In **(Editor?)** Teaching Diverse Populations: Formulating a Knowledge Base (pp 191-205). Albany NY: State University of New York Press.

This article focuses on the relationship between cognition, intellectual ability and the capacities for logical thought or analytical abstraction. Baugh discusses what has been identified as the "deficit hypotheses," a negative characterization of nonstandard speech. He acknowledges Jensen (1969), Farrell (1983) and Orr's (1987) contribution to the "deficit hypothesis" and presents research data that contradicts their conclusions. He cites Labov (1969), who demonstrated that logical foundations of nonstandard English have a highly rule-governed mode of linguistic behaviors. Labov points out these two important facts are: 1) language and race should not be associated with claims regarding intelligence and 2) nonstandard English is a systematic dialect capable of logical abstraction.

Baugh concludes that linguistic sensitivity, on the part of educators, is essential. Language has too often been a misdiagnosed component of various educational strategies, which has contributed to minority failures. He feels that there is a need to adopt ethnosensitive educational programs that will be more effective for the academic achievement among nonstandard minority students.

Linguistics/ Method. (reading)

Baydar, N., Brooks-Gunn, J., & Furstenberg, F. F. (1993). Early warning signs of functional illiteracy: Predictors in childhood and adolescence. Child Development, 64 (3), 815-829.

Investigated early and middle childhood and early adolescence determinants of functional literacy in adulthood, using 20-yr longitudinal data from 251 black children of teenaged mothers. Document literacy was assessed by items from the National Assessment of Educational Progress (NAEP) adult literacy test. Family environmental factors (FEFs), early childhood developmental level, and educational career factors were considered as predictors of young adulthood literacy. Preschool cognitive and behavioral functioning was highly predictive of literacy in young adulthood, even when the effects of FEFs were controlled. Grade failure in elementary school was also associated with literacy, but this effect disappeared when the measure of preschool abilities was controlled. FEFs that were predictive of literacy included maternal education, family size in early childhood, maternal marital status, and income in middle childhood and early adolescence. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Psychology/child development

Beatty, L. A. (December, 1989). Perceptions of black children's behavior as a function of child precocity and appropriateness of behavior. Dissertation Abstracts International, 50 (6-B), 2643.

Parental management styles and reinforcement methods have played essential roles in advancing arguments concerning the developing child's personality and overall competence as a child and as an adult. A review of the literature revealed that socialization practices within Black families have not been adequately pursued from a perspective that has as its origin phenomenon true of African-Americans. The literature does reveal that children of African descent have consistently been found to be motor-precocious. --Dissertation Abstracts International.

Psychology (development)

Becker, M. G., Isaac, W., & Hynd, G. W. (1987). Neuropsychological development of nonverbal behaviors attributed to "frontal lobe" functioning. Developmental Neuropsychology, 3 (3-4), 275-298.

Examined the normal development in children of the nonverbal ability to regulate and inhibit motor action and perform on tasks involving temporal ordering. 80 black and white boys and girls (aged 5 years 9 months to 12 years 3 months) completed tasks involving the inhibition of motor actions in a decision, reaction-time (RT) paradigm, auditory-sequential and visual-simultaneous conflict tasks, and a temporal ordering task. Six-year-olds performed less well than 8-, 10-, or 12-year-olds, suggesting that significant development takes place between ages 6 and 8 years on these tasks. Six- and 8-year-olds had more difficulty than 10- and 12-year-olds in inhibiting motor behaviors and retaining temporal order of nonverbal, visual designs. Findings suggest a hierarchy in the development of frontal lobe related behaviors. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Psychology (self esteem/ identity)

Beiser, H. R. (1988). "I ain't nobody": A study of black male identity formation. Psychoanalytic Study of the Child, 43, 307-318.

Describes the case of a 9-year-old black boy who never knew a father, and whose mother was murdered when he was 7 years old. Discussion focuses on how this Subject attempted to build an identity, the effects of severe deprivation and trauma, the process of recovery, and its limits. The Subject was tutored during a 2-year period. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Psychology (self esteem)/ Health(substance use)

Belgrave, F. Z., Cherry, V., et. al. (1994). The influences of Africentric values, self-esteem, and black identity of drug attitudes among African-American fifth graders: A preliminary study. Journal of Black Psychology, 20 (2), 143-156.

Citing the use of Afrocentric frameworks in the design and implementation of substance abuse (prevention) programs, the authors (Belgrave, Cherry, Dunningham, Walwyn, Letlaka-Rennert, & Phillips) investigate the role of Africentric values in the formation of attitudes on drug use among African-American fifth grade children. The authors' use of the cited frameworks served as motivation for their examination of youth. They wondered if Afrocentric frameworks can be infused in treatment program designs, what type of effect would these same values have if they were intrinsically a part of the basic value system of children? Investigation of the influence of Africentric values on the formation drug attitudes--given the devastation that drug abuse has wrought within the African-American community --therefore becomes an investigation of an early intervention program against substance abuse. Included in the authors' investigation is an examination of how self-esteem and black identity impact theses same attitudes. Empirical data is used to support the author's conclusions and to supplement their discussion of the implications of their study.

Sociology/ racism

Bell, D. (1992). Faces at the bottom of the well: The permanence of racism. New York: Basic Books.

Bell, when a Harvard law professor, protested the absence of minority women on the law faculty of Harvard University and was subsequently dismissed from his faculty post. He went on to write this book on racism and how racism will continue to malign African Americans and why.

This book is a composite of stories that look at how white racism is ubiquitous and unrelenting. Bell insists this is because whites, as many have indicated to him in discussion and implication, are unwilling to relinquish power. Bell encapsulizes his theme: "Black people will never gain full equality in this country. Even those herculean efforts we hail as successful will provide no more than temporary 'peaks of progress,' short-lived victories that slide into irrelevance as racial patterns adapt in ways that maintain white dominance. This is a hard-to-accept fact that all history verifies. We must acknowledge it, not as a sign of submission, but as an act of ultimate defiance." The author is not attempting to vilify whites but to show that white racism is a social problem which, more importantly, is a problem blacks must face and deal with. In nine chapters, Bell discusses how whites see blacks and how blacks operate in the confines of racism. One of the chapters, "The Space Traders" suggests whites would chose to send blacks out to space if material items and national prosperity were guaranteed as a trade.

This book is at once readable and analytically incisive.

Racism , science

Benedict, R. (1959). Race: Science and politics. New York: Viking.

The author presents an intellectual discussion in regard to the improvement of race relations. First, however, she argues that America's race problem is not only a national problem but an international problem as well. She maintains that America cannot adequately promote peace around the world if she cannot establish and maintain it in the U.S. The race problem is conceptualized as prejudice practiced against African Americans. She argues that racial prejudice exists due to misunderstandings of scientific knowledge of race and the practice of racism. The latter involves a structured system in which one race is seen as superior to another.

Philosophy/ Method

ben Jochannon, Walker, Cobb & Birdsong. (1975). Understanding the African philosophical concept behind the "Diagram of the Law of Opposites". New York.

This book, which was written by Dr. Yosef ben Jochannan and three of his students, provides a partial exposition of African philosophy, centering on the African theory of the Two Truths, a central part of the African-Centered Pedagogy.--Oba T'Shaka.

Methodology

Bennett, C. (1979). Teaching students as they would be taught. The importance of cultural perspective. Educational Leadership, 37, 259-268.

This article gives three examples of the teacher-student relationship that suggest a breakdown in communications. Each school situation highlights the problem that occurs when the teacher's worldview and cultural differ from that of the student. This difference causes a misassessment of the childs' abilities because of lack of respect for the students' culture.

Teachers must be sensitive to the characteristics of cultural alternatives and develop instruction that celebrates that culture. The teacher must know what to look for. Effective instruction cannot occur if it is not culturally based.

African-American and white students participate and learn differently. Because of these differences in worldview, teacher should seek to find ways to help all students to learn more effectively.

Literature (criticism)/Psychology (identity)

Bennet-Powell, P. D. (July, 1977). Effects of racially-relevant storybooks and learning materials on the racial attitudes and racial identification of young black children. Dissertation Abstracts International, 38 (1-B), 411.

The purpose of the present study was to examine the effects of exposure to racially-relevant storybooks and learning materials on young black children's racial attitudes and racial identification. Additionally, this study compared the impact of racially-relevant storybooks alone.

The study concluded that racially-relevant storybooks and learning materials have a positive impact on the racial attitudes and racial identification of young black children. Further research to replicate and extend these findings should be done since they have important implications for public policy. --Dissertation Abstracts International.

Literature (fiction, children's)

Berger, T. (1970). Black fairy tales. New York: Atheneum.

This is a book of fairy tales that uses continental African people and indigenous African beliefs as the primary subjects. There are ten stories intended for school-age children who have mastered reading but who have not outgrown fairy tales, or for the adult who is reading to small children. Some of the stories have frightening monster-like characters, but the happy endings make up for it.

There is a small glossary in the back of the book that defines African words that are used frequently throughout the stories, and all of the characters are African with African names and characteristics.

The stories were gathered by travelers in South African and reflect the customs and practices of African people. Being that there were different cultures living among each other, the author chose Swazi, Shangani, and 'Msuto stories. These stories give the African-American adult the opportunity to recognize the similarities between them and African-American folklore like Brer Rabbit and others.

Some of the language is considered oppressed judged by today's standards (e.g., chief and tribe, as opposed to king/ruler and culture/community), but it is more a reflection of the era (c. 1970).

The illustrations, which were drawn by David Omar White, may be frightening to small children but are wonderful in highlighting the text and giving depth to the stories.

Books like these will encourage African-American children because they will have the opportunities to have heroes and heroines, customs and sayings that reflect their reality. As Walt Disney and Hanna Barbera took stories and folklore from other cultures and created a European ideal, African-American children have suffered subconsciously. Terry Berger has attempted to give voice to African characters, thus clearing the way for more positive self images.

Philosophy (language)/ Method. & Pedagogy

Berhoff, A. E. (1990). Paolo Freire's liberation pedagogy. Language Arts, 67 (4), 362-370.

Berhoff does an excellent job in elucidating Freire's philosophy in this short article. She says that Freire is often difficult to read because he is both a Christian and a Marxist. This article introduces the reader to Freire's background as a revolutionary educator who was able to alphabetize illiterate Brazilian peasants in forty hours; as a prisoner of conscience who was exiled, not because he spoke against the status quo, but because he helped his learners find a voice through a transformative process which he calls '*conscientization*.' The article goes on to stress the importance of language and dialogue.

For Freire, says Berhoff, dialogue is an encounter, not just a conversation. It is both dialectic and reflective. Using Vygotsky's term 'thought-language,' Freire sees action and reflection as the two sides of the pedagogical coin. The Western paradigm is a bankrupt model of education. Education must be a process of liberation.

Health

Bernstein, V. J., & Hans, S. L. (1994). Predicting the developmental outcome of two-year-old children born exposed to methadone: Impact of social-environmental risk factors. Special Issue: Impact of poverty on children, youth, and families. Journal of Clinical Child Psychology, 23 (4), 349-359.

Explored developmental outcomes of infants who were born exposed to methadone (MTH). 42 infants of 36 MTH-using African-American women were compared with 47 infants of 43 African-American women with no history of opioid use. Infants were assessed at ages 4, 12, and 24 mo by the Bayley Scales of Infant Development and from videotapes of mother-infant interaction. Findings indicate that MTH exposure alone did not have a negative impact on the developmental outcomes studied. Individual and cumulative risk factors other than MTH status generally predicted developmental outcomes only for the MTH group and then only for children at the extremes of the continuum of risk. Although MTH exposure per se did not produce more problematic outcomes, the MTH- using women who had difficulty communicating with their children had children with particularly problematic outcomes.

Sociology/Media

Berry, G. L., Asamen, J. K. (1993). Children and television: Images in a changing sociocultural world. Newbury, California: Sage Publications.

Television is a major socialization took for children in today's society. This book examines the social and cultural impact of television on the psychosocial development of children. In addition the book reviews major media organizations, project policies, and future research strategies. In the introduction Mr. Berry discusses the worldwide cultural scene. The chapter topics include: "The Developing Child in a Multimedia Society", The Medium and Society: The Role of Television in American Life," "Cultural Diversity on Saturday Morning Television," "Television, the Portrayal of African Americans, and the Development of Children's Attitudes." The book concludes with an epilogue called "What Children Learn from Television and How They Learn It."

The influence of Western media is worldwide, and it affects the attitudes of children and adults. Understanding this influence and the psychology and methods of delivery is critical to the psychological well being of learners. Educators, administrators, caretakers must be able to discern the cognitive influences and psychology of the media and use this knowledge to help the learners feel good about themselves.

Curriculum/ Psychology (Self concept)

Betts, F.M. (19--). Free Schools and self-concept in adolescents. The Journal of Negro Education, 454-467.

The purpose of this article was to assess the effect of a "free" school program on students' self-concept.This article describes how, due to overcrowding at a high school in West Philadelphia, a second school had to started. They used this opportunity to ascertain the effects that a different type of school would have on students. Some of the key features of the program were that there was a volunteer teaching staff from the parent school, small student grouping, maximized use of para-professionals, and an open curriculum

There were 3,218 students used in the control group from the parent school compared with only 425 enrolled students at the new school. A four part assessment instrument was used consisting of the following sections:

1. demographic data
2. a semantic differential with 27 bi-polar adjectives
3. a condensed version of the Brookover materials
4. this part collected information on the students significant others

The article goes on to point out several assumptions that were made at the beginning of the comparison that might be considered weakness in the evaluation. Initial results showed that the students as the "free" school rated their abilities higher than those students at the parent school. However, the students at the comparison school were found to be more competitive. One could assume that the higher self-concept found among the "free" school students would suggest that placing greater responsibility on the students and having a creative learning environment versus a traditional one are beneficial for the students themselves.

Some recommendation for educators interested in the effect of school on the self-concept of students: have small school unit size, narrative rather than numerical evaluations, and upgraded student grouping, and genuine policy making power vested in a parent-community board.

Literature (crit.)/Psychology (development)

Beverly, E. M. (October, 1977). Black psychological perspectives of child development through literature: A teaching model. Dissertation Abstracts International, 38 (4-A).

This study develops a multi-disciplinary instructional model to aid professionals and laymen to better understand the behavior of black pre-adolescents. It is divided into two major parts. Part one investigates the areas of psychology, child development and literature. Part two of this study demonstrates the model, literary selections about black children by black authors are used to explore the relationships between black children's behavior, stages of child development and some psychological factors that precede or may be directly related to their behavior.

The study and the model it introduces should be useful to anyone involved in training personnel to work with young children in general, but black children in particular. Adults who interact with children should find this work a welcome new addition to their store of knowledge.

Psychology/ Media

Bierman. J.A. (1990). The effect of television sport media on black male youth. Sociological Inquiry. 60 (94), 412-427.

The author, working from Berkeley, integrates the existing literature regarding television sports and socialization and hypothesizes that black youths may be adversely affected by the media tendency to portray an illusion of easily-attainable career success in an athletic domain. It is suggested that socialization toward career choice and academic performance is impeded by this over-reliance on athletics as a pathway to achieving career success. An understanding of the media's specific role in socialization adds to the expansion of understanding of issues unique to the African-American children, and is congruent with the goals of classes it this area. Previous research indicated that black youths, particularly those of lower socioeconomic status, tended to watch more television than white teens, and may more readily identify with African-American athletic role models. Despite the healthy representation of African-Americans in professional sport activities, there are still only around 2,400 black American making their living in this manner. The limited nature of upward mobility in athletics may not be realistically explored by black youths, especially those trying to escape the poverty and hardship often associated with inner city living. To reinforce this, television feedback celebrating the achievement of black athletes is prominent. There is significantly less exposure to representatives of career success in other areas. These factors may result in an athletic career orientation in youths who have been socialized to expect that there is a good chance of success in this area. Other career paths and academic performance may be ignored, leaving the athlete, who doesn't make the pros, without career direction or adequate academic preparation.

Curriculum

Bigelow, B. (1995). Lies Our Textbooks Tell Us. Rethinking Schools, 9 (3), **pp?**

The article, "Lies Our Textbooks Tell Us," is a critique of Jim Loewen's book, Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong. The article discusses the research of Jim Loewen of the University of Vermont, who spent two years at the Smithsonian Institute assessing twelve of the current major U.S. history books. According to Bill Bigelow, a social studies teacher in Portland, Ore., and a Rethinking Schools editorial associate, the core of Loewen's critique is that because of the texts' wretched portrayals of the past, students cannot help but be perplexed by the present. Moreover, according to Bigelow, Loewen adds that the books fail to consider why anything happens in society and that these texts never take seriously ideas, social movements, or cultures that have embodied different ways of living or that have fundamentally challenged the status quo.

In Loewen's twelve critiques, he raises some very thought stimulating points such as: (1) By failing to acknowledge the hundreds of wars waged against American Indians, text books hide the extent to which this country was won by theft backed up with organized violence, (2) Textbooks erase virtually the entire history of Indian influence on European culture: food, agricultural and hunting practices, language (i.e. Mississippi, hurricane, skunk, etc.), politics, architecture, and pharmacology, (3) Textbooks suggest that every problem is solved or is about to be solved, (4) Although one textbook describes the horrors of slavery, the author has trouble acknowledging that anything might be wrong with white Americans, or with the United States as a whole. Bigelow concludes his critique by stating that Loewen's book is written for teachers as a means of stimulating a conscience method of conveying historical information to students from textbooks produced by corporations. Furthermore, Bigelow maintains that Loewen's book is filled with insight and that this reading is a must for all teacher. Moreover, Bigelow states, "this text forces us to think about the nature of our society and what is worth teaching about its origins."

Sociology (family)

Billingsley, A. (1968). Black families in white America. Englewood Cliffs, NJ: Prentice Hall.

Billingsley's, text provides a framework which postulate that the history of a people plays an important part in shaping the nature of their institutions, and the conclusion that efforts to understand the nature of their institutions, and the conclusion that efforts to understand the nature and dynamics of Negro family life must be placed in some historical perspectives. Chapter I, A Social System Approach to the Study of Negro Family Life, Billingsley provides concepts that are more adequate, general, systematic, and theoretically based approach to the study of Negro family life. In Chapter 2, Historical Backgrounds of the Negro Family, Billingsley suggest that Negro people have a history and a heritage prior to slavery. Their forms of life were highly complex, stable, well developed, mutually articulated with the wider society, and highly functional for the economic, social, and psychological life of the community. In Chapter 3, Billingsley postulates that Negro family life in the United States today is still circumscribed by power social forces which prevent the Negro family from making its maximum contribution to its members, to the Negro community as whole, and to the wider society. Chapter 5 argues that the factors which make for stability and achievement in family life are exactly those forces which make for stability and achievement in the larger society, and that a person's conception of his power and worth are images of that society. Billingsley's final chapters concerns the views and hypotheses about the reconstruction on negro family life in America. Billingsley argues that the recognition and abolition of racism in the white society is the most basic change needed to enhance the viability of Negro family life. Particularly the political, economical, educational, health, welfare, religious, and communicative institutions.

Sociology (family)

Billingsley, A. (1992). Climbing Jacob's ladder: The enduring legacy of African-American families. New York: Simon & Schuster.

In this text, Billingsley refutes the statement that the African-American family is weak by stating that the African-American family is both weak and strong and that their strengths are by far more powerful and contain the seeds of their survival and rejuvenation. Billingsley organizes his text into six parts; each part explores his theoretical proposition. This text also reflect that the understanding of African-American life which lie heavily within the historical, societal, and cultural context. Part I explores particular aspects of family structure which cannot be meaningfully interpreted in isolation. In Part II, "History Is Prologue," students of the African-American family who gives any attention at all to history generally begin and end with slavery, and focus on what the European people did to the African people. Billingsley suggest that while this is an important aspect of African history and that what we hold is not the whole of that history and heritage which has affected the development of African American families. In Part III Billingsley explores the proposition that society has the upper hand. This section reflects the view that in relations between families and their society, thought the influences is mutual, society has greater power to shape the outcome. In Part IV Billingsley how African-Americans adapt their structures and their patterns of operation according to the pressures and opportunities of the larger society in their constant efforts to meet the needs of their members. Part V addresses the proposition that the African-American community is generative. Its spiritual, intellectual, cultural, social, physical, economic, and political resources constitute the building blocks for upward mobility and for strong families. Part VI explores the future of African-American families by building strong institutions, organizations, and alliance based on traditional values and their history and heritage that black have already entered the mainstream of national and world society as equals. Furthermore, Billingsley's analysis gives a wholistic approach which takes into account the totality of African-American life.

Sociology (family)

Billingsley, A. (1990). Understanding African-American Family Diversity. In Dewart, J. Dewart (Ed.) The State of Black America, National Urban League, Inc. Transaction Publishers, New Jersey: Transaction Publishers.

This essay was part of a report concerning the state of Black American in 1990. Taken from Billingsley's book, Climbing Jacob's Ladder, this article tells of the tremendous diversity of family patterns which is the hallmark of the African-American family relationship. This diversity is reflected in the structure of the family life including who lives together, the nature of their relationship as well as their numbers, gender, ages and social class diversity. Each of those areas of diversity are discussedin full detail. Billingsley defines the African-American family as an intimate association of persons of African descent living in America who are related to each other by a variety of means including blood, marriage, formal/informal adoption; or by appropriation; sustained by a history of common residence and are deeply embedded in a network of social structures both internal and external to themselves. This article was truly enlightening because it discussed all of the dynamics which affect the African-American family.

Sociology (family)/ Economics

Billingsley, A., & Giovanne, J. M. (1970). Children of the storm: Black children and American Welfare. New York: Harcourt Brace Jovanovich.

This book investigates and catalogues "past and present interplay of systematic and institutional racism and details resulting disadvantages to black children in reaction to welfare."

Chapter one relates racism to the way black children live in welfare: how racism affected their predisposition in the welfare system. This same chapter, which may be the heart of this book, looks at how black children live in said system and what outside forces (the family, the black community, and the broader society) are working against them or for them or both at the same time. The premise of this book, as the author states: poverty, discrimination, and a distinctive history have placed the Black child in a situation different from that of white children. Chapter two through four, records the relationship of black children and American welfare in historical context. Chapters five through seven, show the development of child welfare since the 1930s. Chapter eight, a concluding section, suggests a more diversified child welfare system and recommends services that better fit black children.

Sociology/ Psychology (development)

Billy, J. O., Landale, N. S., Grady, W. R., & Zimmerle, D. M. (1988). Effects of sexual activity on adolescent social and psychological development. Social Psychology Quarterly, 51 (3), 190-212.

Investigated the short-term social and psychological consequences of early sexual involvement when pregnancy does not result, using interview data from 1,120 7th, 8th, and 9th graders (aged 11 - 17 years) who were administered a follow-up interview in Grades 9, 10, and 11 (ages 13-19 years). Data indicate that adolescent premarital coitus (1) did not precipitate overwhelming changes in Subjects' social psychological framework; (2) had more significant effects on subsequent attitudes and behaviors of whites than of blacks; (3) led to more positive attitudes toward sex for all race-sex subgroups; (4) had a strong negative effect on the self-reported academic grades of white males; (5) affected negatively the importance of college among white females; and (6) had a strong positive effect on the selection by whites of friends who were sexually active. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Psychology (identity)

Binion, V.J. (August, 1981). An analysis of factors influencing the development of sex role identity and sex role attitudes of contemporary black women. Dissertation Abstracts International, 42 (2-B), 824.

This study investigated the relationship between masculine feminine personality attributes, personal characteristics, and sex role attitudes among contemporary black women. The major dependent variables were sex role identity and sex role attitudes. The major independent variables were childhood socialization experiences, parental and familial attributes, demographic characteristics, attitudes toward mothering, self-esteem and psychological well being. The major objective of the analysis was better understanding of the developmental antecedents of sex role identity and sex role attitudes of black women. --Dissertation Abstracts International.

Curriculum (literature), Literature (on children's books)

Bishop, R. S. (1990). Walk tall in the world: African American literature for today's children. Journal of Negro Education, 59 (4), **pp?**

Presents a discussion about books by and on African Americans. Provides an overview of current black authors and artists writing for elementary school children. Also provides a discussion about the importance of literature in the development of literacy and some suggestions for incorporating black children books into activities at home and in elementary classrooms.

History/Racism

Black Athena, video.

This video presents a controversial interview about Dr. Martin Gardner Bernal's book, Black Athena. In this text, Dr. Bernal argues that the roots of Western civilization and Ancient Greece, which is the cradle of Europe, has origins in Africa and the East and that the west should recognize what it owes to black and eastern cultures. Furthermore, Bernal challenges academia by disproving the Aryan model, which ruled out any influences of dark skinned Egyptians from the south or Phoenicians from the east. Bernal states that in the last 200 years, scholars have rewritten history books which deny Africa and the East of any influence on civilization. Moreover, this myth of a pure white civilization is the same concept which results in antisemitism and racism.

Psychology(child development)

Blackwell, J. (January, 1978). Preoperational behavior of children in publicly and privately supported day care centers. Dissertation Abstracts International, 38 (7-A), 3926.

The purpose of this study was to investigate pre-operational behavior of young children in publicly and privately supported Daycare Centers. The study focused upon how program, objects, and materials, and teacher/child interactions, verbal exchanges between teacher and child, affected their pre-operational behavior.

It was concluded that the sponsorship of a Daycare Center did not matter in relation to teacher/child interactions. The important concerns regarding Daycare Centers were that the staff persons were educationally qualified in the areas of early Childhood Education and/or Child Development, exhibited understanding of young children, and were knowledgeable of developmental stages for young children.--Dissertation Abstracts International.

Sociology (community)

Blackwell, J. E. (1985). The Black community: Diversity and unity (2nd ed.). Philadelphia: Harper & Row.

Blackwell, who considers himself an objective sociologist, uses empirical evidence and some suggested philosophical ideas or arguments to form a book that attempts to illuminate many phenomenons in the Black community. In 11 chapters stretching from issues such as "Functions of the Contemporary Black Church" to "Alcoholism, Excessive Drinking, and Drug Abuse," the reader is able to discern some of the existing social enigmas in our community. Along with a detailed author and subject index, the book includes tables and figures. "The Military and Black Life," "Contemporary Issues in Education," and "Black Political Power" are three of the many topics examined.

The major theme of this study, as the author reports, "is that Black community is a highly diversified, interrelated aggregate of people who unite into a relatively cohesive structures in response to white oppression, racism, and patterned repression" In this idea, Blackwell explores how, through the oppression of racism, African Americans' social growth has been stunted and handicapped. The author continues with the argument: "Unity within the black community is a function of the strategies developed to combat racism and strengthen black social, economic, and political institutions for group survival and advancement. The development of this theme requires an explication of various aspects of group life within the black community." This argument is thoroughly examined throughout this book by touching on and bringing to the fore these social phenomenons.

Psychology

Blake, W. & Darling, C. (1994). The dilemmas of the African American male. Journal of Black Studies, 24 (4), 402-415.

The positive roles of African American males are overshadowed by the many negative stereotypes they have received and are currently receiving. Black men are typically labeled as lazy, immoral, violent, mentally deficient, athletic, criminal minded, and fulfillers of sexual pleasure. Due to the print, visual, and auditory media, this is the only way many white people see black men. We rarely hear about the family man, the professional, the successful business owner, and the wealthy.

The focus in this article is on the dilemmas and possible solutions to the problem. Areas that have caused much family and social strife for African American males are identified. The African American male must realize he must liberate himself. African American males must work to diminish the stereotypes that currently exist. Future research by black males about black males should concentrate more on holistically examining the problem instead of focusing on individual problems.

Linguistics

Blake, I. K. Language development in working-class black children: An examination of form, content, and use. Dissertation Abstracts International, 47 (7-B), 3131.

The language competence of black children continues to be questioned in educational, psychological, and linguistic circles. Many researchers and educators have found difficulty in accepting their "nonstandard" speech, and the research attesting to the relatively poor performance of black children on all mainstream measures of basic academic skills sustains their doubts about the abilities of black children. With little evidence on the development of language in black children, the questions continue to linger.

Results indicated that Black English features were not a dominant factor in the children's early language. They learned to express their ideas through a small set of basic semantic-syntactic relations. The development of these relations was similar to that reported for white children in the literature. The interactive pattern of their functions (reasons for speaking) reflected their cultures' style of communication, and the changes in relations and functions influenced the rate of increase in mean length of utterance.

Taken together, these results support the view that the early language development of black children is more like language development in other cultural groups than it is different. Further, the distinctive features of Black English do not appear to interfere with early language learning. --Dissertation Abstracts International.

Sociology (family)

Blake, I. K. (1993). The social-emotional orientation of mother-child communication in African American families [Special Issue: International roots of minority child development]. International Journal of Behavioral Development, 16 (3), 443-463.

Performed a longitudinal/observational examination of the form, content, and use in the language development of 3 black children (aged 19-27 months) within a low-structured communicative setting with their mothers. Descriptive findings indicated that, similar to Euro-American children, these children's language developed in length and semantic-syntactic relations. However, differences in the group patterns of semantic-syntactic relations did occur and reflected a style of communication identified as a social-emotional orientation. This orientation was also found in the mothers' pattern of language use. The cultural basis of the social-emotional and its role in language learning are discussed. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Sociology/ Language

Blake, I. K. (1994). Language development and socialization in young African-American children. In P. Greenfield & R. Cocking (Eds.) Cross-culture roots of minority child development (pp. 167-195). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

(from the chapter) provide information about the language development of African-American children as the process of acquiring both the forms and meanings necessary for becoming linguistically competent, and the uses of those forms and meanings for becoming linguistically competent in culturally appropriate ways; explores how language preserves the affective relationships that grow out of early mother-infant interactions ... describe the language development of 3 African-American children through the essential components of form, content and use; compare their semantic-syntactic development with that of Euro-American children; characterize their patterns of language use; describe the mothers' use of language as a model for their children's patterns.

Psychology/ methodology

Blatt, M. M., Kohlberg, L. (1994). The effects of classroom moral discussion upon children's level of moral judgment. In B. Puka (Ed.), Fundamental research in moral development. Moral development: A compendium, (Vol. 2) (pp. 1-33). New York: Garland Publishing..

(from the chapter) an experiment is reported on the effects of a (classroom) moral education programme; children were pretested on Kohlberg's index of level of moral thinking; the experimental group was then given 12 hrs of discussion of moral problems other than those used in Kohlberg's test spread over 12 wks... research is presented as 2 studies: the 1st study was a pilot study of a moral discussion programme with a group of 12 children aged 11 - 12 (yrs) in an upper middle-class Jewish Sunday school; the 2nd study was a systematic replication in the public schools with 4 groups varying in age (11-16 yr olds) and social class, and with matched controls.

Sociology/Political science

Bledsoe, T., et al. (1995, May). Residential context and racial solidarity among African Americans. American Journal of Political Science, 39 (2), 434-458.

This is an empirical study that tests the theory of racial solidarity among African Americans in the city of Chicago as well as the surrounding suburbs. The authors define solidarity as, "a union or community of interests, responsibilities, objectives, or standards [which] reflects something deeper than identification or consciousness." They consider the impact of the racial context of the neighborhoods (e.g. predominately African-American as opposed to racially mixed) as the variable for determining solidarity.

The researchers offer these hypotheses:

1. "social density"--which focuses on city dwellers who live in predominately African-American neighborhoods.

It suggests that there is a higher degree of solidarity among African-American people who have constant contact with other African-American people on a daily basis. They reinforce this hypothesis by stating that for the most part people choose where they want to live and in choosing a predominately African-American neighborhood the individual displays a higher level of group solidarity.

2. "social salience"--which is based on subordinates who may feel alienated from their neighbors of another race.

It suggests that because of reminders (sometimes unpleasant) that these African-Americans are aware that they are different and feel a greater sense of solidarity with other African Americans.

3. "identity supremacy"

This states that group identity is so important that group solidarity is unaffected by spatial concentration.

The data was collected through an in-home survey taken between mid-July and mid-November, 1992. The sample included people of various ethnic backgrounds. 1,124 people took part in the study and there was a 56% response rate, and only the responses of the African-American residents were recorded in easy-to-read charts.

The authors conclude that racial solidarity is higher among African Americans who live in predominately (urban) African-American neighborhoods.

Sociology

Blee, K., & Tickamyer, A.R. (1986). Black-white differences in mother-to-daughter transmission of sex role attitudes. The Sociological Quarterly, 28 (2), 205-222.

The authors construct a model of sex role transmission of work and sex role attitudes for adolescent daughters with data from the National Longitudinal Surveys of Labor Market Experiences of Mature Women and Young Women, from the years 1967, 1977, and 1978. Past research in this area is reviewed, and the writers point out that the majority of this work has been with a white sample. Given the emergent theories that African-American and white families experience the world differently, there is real need to research areas that examine blacks either exclusively, or comparatively, rather than generalizing results from primarily Caucasian populations, which makes this study important.

The researchers used only married subjects, which in itself is a shifted perspective from the way most research on African-American women has been conducted. In this study, mother's employment was related to daughter's attitudes and behavior in black families, while in white families, daughter is only influenced by attitudes. Mother's sex role attitudes had a significant effect for both attitudes and behavior of black daughters, but again only affected attitudes for white daughters. Additionally, black daughters seem more affected as adults, versus teens, for white daughters, the influence is at both times.

The author's point out that prior research has focused on the Black woman's centrality in economic roles, particularly with single moms, which as sometimes been generalized to an assumed difference in socialization processes. The authors state that the actual relationship between attitudes and behavior is similar for black and whites, but there is a difference in transmission process, i.e. the timing and modeling procedures reflected above.

Linguistics/ methodology

Bliss, L. S., Allen, D. V. (1984). Screening Kit of Language Development: A preschool language screening instrument. Journal of Communication Disorders, 17 (2), 133-141.

Describes the development, content, administration, scoring, reliability, and validity of the Screening Kit of Language Development (SKOLD). SKOLD was designed to meet the following criteria: validity for 2.5-4 year old children, standardization for speakers of standard and Black English, and appropriateness for paraprofessional screeners.

Anthropology/ Sociology (development)

Bloch, M. N., Adler, S. M. (1994). African children's play and the emergence of the sexual division of labor. In J. L. Roopnarine, J. E. Johnson, & F. H. Hooper, (Eds.), Children's play in diverse cultures [SUNY series, Children's play in society] (pp. 148-178). Albany, NY: State University of New York Press.

(from the chapter) focuses on young children's play based upon series of studies done in one context in West Africa: particular focus is on the relationship between work and play, as well as the emergence of gender differences in children's play, "play-work," and work: (provides) examples from (a) study of young two- to six-year-olds' play and work in Senegal (and) some additional perspectives on their relation to the development of gendered divisions in labor in adolescence and adulthood in African societies.

Psychology (testing)

Boat, B. W.; Campbell, F. A., & Ramey, C. T. (1986). Preventive education and birth order as co-determinants of IQ in disadvantaged 5 year olds. Child Care, Health & Development, 12 (1), 25-36.

Studied the effects of preventive education and birth order on IQ scores on 95 economically disadvantaged children (98% were black; 64% were firstborn) at risk for retarded intellectual development. 49 Subjects participated from birth in a 5-year program of systematic educational intervention; 46 Subjects served as controls and received no systematic intervention. Findings show that firstborns in both the educational treatment group and the control group had higher Wechsler Preschool and Primary Scale of Intelligence (WPPSI) Full Scale and Verbal IQ scores at 60 mo of age than laterborns. Mothers of firstborns (70% of whom were only children at age 5) achieved significantly higher Wechsler Adult Intelligence Scale (WAIS) scores than did mothers of laterborn children. It is suggested that laterborn disadvantaged children are at greatest risk for developmental retardation.

Sociology/ Media

Bogle, D. (1992). Toms, Coons, Mulattoes, Mammies, & Bucks: An interpretive history of blacks in American films. Continuum: New York.

This is a definitive study of the stereotypical African images Hollywood creates, past and now, in film. The author analyzes several stereotypes for which he names the book: the **Tom** is the acceptable Good Negro character. The **Coons** are clowns and buffoons, a very degrading type. The **Mulatto**'s life is tragic because of that one drop of African blood. The **Mammy** is usually big, fat, and fiercely independent, comical and insulting. Finally, there is the brutal **Black Buck**, crude and barbaric.

Hollywood is notorious for its deception, camouflage, and mythical stereotypes. It is important to be aware of these stereotypes so that you can guard against them.

Health/ Psychology (development)

Boivin, M. J., Green, S. D. R., Davies, A. G., Giordani, B., et al. (1995). A preliminary evaluation of the cognitive and motor effects on pediatric HIV infection in Zairian children. Health Psychology, 14 (l), 13-21.

Fourteen asymptomatic HIV-infected Zairian children under 2 years of age displayed social and motor developmental deficits on the Denver Developmental Screening Test when compared with 20 HIV-negative cohorts born to HIV-infected mothers and 16 control children. In a second study, 11 infected children over 2 years of age had sequential motor and visual-spatial memory deficits on the Kaufman Assessment Battery for Children and motor development deficits on the Early Childhood Screening Profiles. HIV infection affects central nervous system structures mediating motor and spatial memory development, even in seemingly asymptomatic children. Furthermore, maternal HIV infection compromises the labor-intensive provision of the care in the African milieu and undermines global cognitive development in even uninfected children.

Psychology (testing)

Boivin, M. J., Giordani, B., & Bornefeld, B. (1995). Use of the Tactual Performance Test for cognitive ability testing with African children. Neuropsychology, 9 (3), 409-417.

Researchers evaluated 195 rural Zairian children between 5 and 12 years of age with the Tactual Performance Test (TPT) used in the Reitan-Indiana Battery. For all of the TPT performance and memory measures, Zairian children with poorer anthropometric indicators of nutritional well-being were significantly below the age-matched groups of American and Canadian children. The Zairian children also did not demonstrate the typical improvements between the dominant and nondominant hand trials. Older Zairian children with such decrements tended to do more poorly on the Simultaneous Processing and Nonverbal ability portions of the Kaufman Assessment Battery for Children. Although probably not appropriate for direct intercultural comparisons, the authors concluded that neuropsychological measures derived from tasks such as the TPT may still be useful in monitoring the longitudinal brain-behavior impact of various health interventions for enhancing intellectual development for African children. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Psychology (behavior)

Boone, S. L. (1991). Aggression in African-American boys: A discriminant analysis. Genetic, Social, & General Psychology Monographs, 1 17, (2), 203-228.

Examined whether familial variables (e.g., permissiveness for aggression) related to the development of aggressive behavior in Caucasian boys would be related to similar aggressive patterns in 83 inner-city African-American boys (aged 12-17 years). The importance of these variables for classifying Subjects into aggressive and nonaggressive groups was assessed. Measures included an adapted version of the Buss-Durkee Hostility Inventory. Subjects were classified as institutionalized aggressive, noninstitutionalized aggressive, and noninstitutionalized nonaggressive. Subjects' perceptions of mothers' emotional behavior and discipline practices toward them and perceived church attendance habits of mothers and Subjects were important predictors of group membership. Familial factors that may be important for the development of aggressive behavioral patterns in Caucasian boys may also be important for the development of aggressive behavioral patterns in African-American boys. (PsycINFO Database Copyright 1991 American Psychological Assn. all rights reserved).

Anthropology/ (rites of passage)

Boone, S. A. (1994). Radiance from the waters. New Haven & London: Yale University Press

In this authoritative and eloquently written book, Sylvia Boone provides a detailed account of the Sande Society, a female learning organization of the Mende of Sierre Leone. We are introduced to their rituals, regulations, and their *Sowo* mask, which represents the spiritual ideas of the community. It is a tradition of the Mende to not reveal their traditions. They go to great lengths to shield their community from outside influence and interference. Even so, Ms. Boone has gathered valuable information and gives us an in-depth view of the Mende, their life and philosophy.

The Mende philosophy and belief system are grounded in spirituality and the idea that man is both spirit and human or physical. Uniquely, the Mende community believes the aspects of feminine beauty embody the spiritual essence of the individual and express all that is good in humanity. The Sande Society is the authoritative guardian of all the elements of this philosophy. The society prescribes, promotes and protects, maintaining a powerful influence within the local community and throughout Western Africa.

"*There is a thing passing in the sky; some thick clouds around it; the uninitiated see nothing.*" This Mende proverb illuminates their overall philosophy and importance of belonging to the learning society. The defining experience of an individual is initiation into and completion of the appropriate learning organization's curriculum. Induction into the Sande Society begins a life-long bond of women with women throughout West Africa. This socialization exerts a powerful influence over the lives of the people. Though men have their own learning organization, Poro, it is the Sande Society who defines and directs the lives of the community. Only through Sande can one find humanity and a sense of being in the world. The conditions of the Sande Society provide evidence of a highly sophisticated and structured educational/social system that maintains total influence over its people. All scientific and social information is transmitted to those initiated to the Sande Society. The influence of Sande is reinforced through purposeful and deliberate rituals and traditions. These activities are honored and carried out by the entire community.

The aspects of the Sande Society outlined here provide a realistic framework for educators interested in teaching the African child in America. The Sande Society's structured learning system encompasses community socialization, social consequences, spirituality, emphasis on artistic appreciation and development, advanced curricula in history, culture, ethics, and a synthesis of tradition and technology. The purpose of this stringent set of courses is to strengthen the existing Mende community and prepare the initiates to meet the technological challenges of the future. Adaptations of the Sande Society's educational and socialization structure are possible when the educator and the community take an in-depth look at the underlying principles of the system. When this is done, the educator, family, and community can see the possibilities, and envision solutions for the predicaments of the African child in America. The awareness that the approach to education for the African child must involve the entire community is tantamount to a successful learning system. Radiance from the Waters gives us an excellent pool of information from which to begin.

Literature

Boyd, H., & Allen, R. L. (Eds.). (1995). Brotherman, the odyssey of black men in America--An anthology. Ballantine Books.

Brotherman is by far the most comprehensive and diverse anthology of literature by and about Black men to be published. It is a historical celebration of Black Men in prose, poetry and essay. The works in this voluminous book, 898 pages with contributor's notes, cover a wide range of topics by prominent Black writers and some that are not so well known. It chronicles the Black man's experience in America with excerpts, passages and chapters from some of the most outstanding literature produced by Black male writers. Moreover, the editors have carefully and thoughtfully arranged the writings in a format that succinctly identifies important themes in the lives of Black men, e.g., Forefathers, a Son in the Family Relationship, Trouble Man, etc. To comment on some of the writings in the brief review would do a disservice to the magnitude and grace of this spellbinding anthology. Instead, I highly recommend that you purchase it to use as a resource for studying and reflecting on the Black man in America. --Useni Eugene Perkins.

Psychology

Boyd-Franklin, N., & Shenouda, N. T. (1990). A multisystems approach to the treatment of a black, inner-city family with a schizophrenic mother. American Journal of Orthopsychiatry, 60 (2), 186-195.

Illustrates the application of a multisystems model of family therapy (N.Boyd-Franklin, 1989) that allows the clinician to organize and implement a treatment plan at the nuclear family, extended family, and systems levels. The case of an inner-city black family is presented. The family consisted of a 30-year-old mother with schizophrenia, a 40-year-old father who abused the mother, a developmentally delayed 8-year-old boy, an 11 -year-old girl who acted as the family spokesperson and held the major caretaking responsibilities in the home, a physically handicapped 58-year-old maternal grandmother, and an abusive, alcoholic 62-year-old maternal grandfather. High-risk families such as this one require different mental health system interventions at different stages in their life cycle. (PsycINFO Database Copyright 1990 American Psychological Assn. all rights reserved).

Schools

Borman, K. M., & Spring, J. H. (1984). Schools in central cites: Structure and process. New York: Longman.

This book is an extensive and pointed account of economics, social, and political forces and trends that outline teaching and learning in central city schools today. Taking ideas from case studies, census and ethnographic data, and findings from recent research as well as conceptual and theoretical content,: the authors examine closely the effects upon central city schools of such significant factors as: 1) the role of civic elites and the influence of community ideologies in central city school system; 2) changes in the urban industrial base and related demographic changes; 3) schools as a mediator of student personality factors such as self-esteem and student achievement; 4) school desegregation and decentralization activities in the sixties and seventies; 5) increasing specialization and orientation of public school curricula toward job skills; 6) the growing multicultural populations in urban public school system; and 7) the corporate involvement in the curricula of central city public schools as the training ground of the nation's future workers. This book also "includes original research on the polities of a central city school system, socialization of central city youth, and a curriculum survey of five major U.S. cities conducted for the book." The book paints a picture of the realities of central city schools in the 1980s and the methods as how to analyze schools in other cities.

Sociology/ Political Science

Boston, T. D. (1988). Race, class and conservatism. London: Uwin Hyman.

A socio-scientific approach of black lifestyle in modern America (1970-80's), this book offers an amplitude of conservative arguments, among other discourses, on the African-American populace. Boston discusses, just to name a few of his essays, "The Anatomy of Class," "The Black Capitalist Class," "Origin of Black Conservatism," "The Black Worker," a chapter entitled "Conservative Gospel According to Sowell, Williams, and Gilder: Everything but Discrimination" and "Black Unemployment: The Minimum Wage Excuse". In these essays, Boston attempts to elucidate the working class struggle of African-Americans. Boston says

"....[the] class position instead of racial discrimination is the determining factor in the present status the future opportunities of blacks." Boston maintains his premise: "... [a] neo conservative idea on race...contends that racial discrimination has all but vanished and can no long be blamed for impeding the progress of Black society." This scholarly endeavor had been reviewed by intellectuals such as E. Franklin Frazier in his book, Black Bourgeoisie. In addition, the author cites the works of said writer, Amos Wilson, W.E.B. DuBois, and others. The reader is given arguments both for and against African-American conservatism, but the author seems mostly to sympathize with and accept the Black conservative lifestyle. This book is of further importance because if offers statistics and analysis of modern Black economics.

Linguistics/ Sociology

Botan, C., & Smitherman, G. (1991). Black English in the integrated workplace. Journal of Black Studies, 22 (2), 168-186.

Botan and Smitherman set out to test the hypothesis that in the auto industry Black English is the basis of a lingua franca. In order to validate the umbrella hypothesis, four specific hypotheses were stipulated with the results as follows:

> (1) White American industrial workers and laborers would be more familiar with Black English than their white, white collar counterparts. This was substantiated. (2) Employment groups of African-American do not differ significantly from each other in lexical familiarity with Black English. This was not full substantiated. (3) African-American are more familiar with the black lexicon than white Americans. This was confirmed. (4) Age is positively correlated with Black English familiarity for African-Americans but not for white Americans. This was supported.

Utilizing a written format, 324 African-American, 266, White American, 21 Latino and "other," and 10 unidentified workers were surveyed. Results appeared to confirm the main hypothesis that Black English is the core of an industrial lingua franca.

Linguistics

Bowie, G. B. (February, 1980). Comparative analysis of vocabulary diversity, syntactic maturity, and the communicative and cognitive function of the language of black four-year old children at two socio-economic levels. Dissertation Abstracts International, 40 (8-A), 4395-4396.

This dissertation was designed to compare the vocabulary diversity, syntactic maturity, and the communicative and cognitive function of language of black four-year olds at two socio-economic levels. More specifically, the research questions posed were: Does a difference exist between the two groups in vocabulary diversity as measured by the corrected type-token ratio? The findings of this investigation indicated that the vocabulary of the nursery school children was significantly more diverse than the Head Start children. The communicative function of the children's responses to questions concerning television, activities at home, and the pictorial stimulus of a birthday party showed significance favoring the nursery school children only in second level modifications dealing with home activities.

A major recommendation was that a longitudinal study involving black children at the middle and lower socio-economic levels using the same measures incorporated in the present study at levels beyond the pre-school level might be developed. This would provide means of studying the consistency of the language differences across time and enable one to generalize the findings. --Dissertation Abstracts International.

Linguistics

Bowie, R. L., & Bond, C. L. (1984). Influencing future teachers attitudes towards Black English: Are we making a difference? Journal of Teacher Education, 45 (2), 1112-1118.

The purpose of this study was to assess the "current attitudes of a group of preservice teachers from an urban setting toward Black English and to determine the effect the presentation of multicultural issues in their teacher preparation has on these attitudes" (p. 112).

The informants were 75 preservice teachers that included 86% white of which 92% of those were females. Demographically, the city school system in which many of these would seek employment was comprise of 81% African-American students. The primary instrument to gather data was the Language Attitude Scale (LAS) with a Likert-like scale (agree, no opinion, disagree). Results showed that those students who received exposure to the topic of Black English:

(1) saw rejection of a child's language as potentially harmful,
(2) did not perceive Black English as an inferior language system
(3) did not advocate discouraging Black English.

However, one disappointing revelation was that these teachers did not perceive Black English as a rule-governed dialect operating with a grammatical system of its own. This construct was on of the key postulated of the section on Black English. Apparently, the teachers failed to internalize this construct.

These researchers honestly offer caveats regarding the making of generalizations from the results of this study given the ex post facto nature of it. However, the results suggest that including the topic of Black English in teacher education programs, seems, at least in this case, to make a difference.

Health

Bowler, S., Sheon, A., D'Angela, L. J., & Vermund, S.H. (1992). HIV and AIDS among adolescents in the United States: Increasing risk in the 1990's. Journal of Adolescence, 15, (4), 345-371.

This article investigates the level of knowledge, beliefs and behaviors, through the compilation of CDC data and research about HIV and AIDS among American adolescents. Conclusions reported state that because of higher risk behaviors, these adolescents would benefit from treatment and prevention services targeting education, evaluation and self protection methods. Results showed a higher incidence of infection among blacks but total AIDS cases are highest for hemophiliacs or homosexuals. The most common risk factors are unprotected sex and sharing contaminated drug injection equipment.

As stated, black adolescents have the highest incidence rate of HIV infection. Unchecked, this could have a devastating effect on a generation of black adolescents. This type of research impacts the public knowledge in regard to a need for education and prevention.

Sociology

Bowser, B. P. (Ed.). (1991). Black male adolescents: Parenting and education in community context. New York: University Press of America.

With a number of pointed essays which analyze the plight of the black adolescent, Bowser provides the reader clever and in-depth introductions to each of the four sections of the book. In section one, Robert Staple maintains, in his "Black Male Genocide: A Final Solution to the Race Problems in America," that black Americans (in specific, Black male adolescents) have continued to be attacked by white racists (41). This contention is important because it introduces the reader to the state of black Americans and how black male adolescents are predisposed to a system that was never intended to work for them. The book points out, then, that black male adolescents need supervision, assistance, and mentorship in order to raise them from their oppression. In "Black Mothers and Sons: Juxtaposing African-American Literature with Social Practices," Joyce King and Carolyn Mitchell talk with black mothers who discuss their sons' plight. The mothers admit, for instance, that they ought to give their sons more responsibility. Mothers teach their sons responsibility and love for themselves as well as their community. In other essays, writers explore the importance of "The Development of Cultural Identity". The book is important because it is diversified in its analysis of black make adolescents' psychological and sociological development.

Psychology/ Method.

Boykin, A. W., Allen, B. A. (1987). Rhythmic-Movement facilitation of learning in working-class Afro-American children. Journal of Genetic Psychology, 149 (3), 335-348.

This paper describes a study of working class African children. The researchers played rhythmic music while introducing learning activities that required the learners to respond while moving and clapping to the beat of the music. This study presumed that rhythmic beats were a part of the black cultural experience.

There were two groups of children aged 6 and 9 years old. One group learned by rote and the other by a rhythmic movement-coordination method. The children in each group were asked to match 12 pairs of pictures. The teacher called out each pair as the group repeated.

It was consistently found that the black working-class children's performance was higher in the rhythmic group. These results were generally not found in white middle-class children. Black children reported living in homes with higher stimulation levels than white children or black middle class children.

The researchers note that though the findings are noteworthy, the range of contextual conditions needs to be broadened to make a closer investigation of cognitive processes.

Curriculum

Boykin. W. (1994). Afrocultural expressions and its implications for schooling. In **(editor?)** Teaching diverse population: Formulating a knowledge base (pp. 243-257). Albany, NY: State University of New York Press.

Wade Boykin discusses recent research that examines the proactive infusion of Afrocultural expression into learning and problem solving context and its implications for teacher training. He focusses on the indispensable aspects of a knowledge base for teachers such as developing: 1) a cultural awareness; 2) an analytical posture towards cultural character; 3) an understanding of character that manifests Afrocentric integrity; and 4) American culture into the curriculum. Boykin acknowledges the importance of including the cultural integrity of African Americans in the curriculum and points to the lack of its acceptance. He concludes that failure to acknowledge cultural integrity can have detrimental consequences for many African American children. When context offers an opportunity Afrocultural expression, competencies are revealed and performance and motivation are enhanced. He stresses that African American children should be more responsive to mainstream context just as European children school be more fluent in context marked by African American culture.

Psychology

Boykin. W. A. (1974). Psychological-behavioral verve in academic-task performance: Pre-theoretical considerations. Journal of Negro Education.

Boykin identifies a dichotomy of perspectives within the field of social science. This dichotomy is defined by Boykin as two schools of thought which demand two very different research methodological approaches. The first is the victim-centered approach, and the second is the system-centered approach. In the former, the problem is seen as resulting from some pathology of the victim; in the latter, the system is examined to determine if it is pathological and hostile to, or at best unsupportive of, the victim. Boykin asserts that the victim-centered approach is disproportionately administered in research focusing upon African-American children. Citing cultural biases of social science researchers, Boykin proposes that social scientists adopt a new approach to the investigation of the African-American child. Boykin calls for African-American researcher to break with the "bankrupt traditionally dominant victim analysis and develop a fresh presuppositional infrastructure." Boykin describes an analytical model for use in research concentrating on African-Americans in general, and children in particular, that refrains from depicting their socio-cultural traditions and mores as pathological, alternative, or "culturally deprived." Boykin utilized empirical data to illustrate basic cultural differences between African-American and European-American children (which cut across class line and status). These differences are said to impact the shape learning styles, social interaction, and value orientation. Boykin concludes that a system-centered approach to African-American child development will be more effective than assuming that something is intrinsically wrong with African-American children.

Methodology (reading)

Boykin, W. A. (1984). Reading achievement and the social-cultural frame of reference of Afro-American children. Journal of Negro Education, 53 (4), 464-473.

Boykin argues that we will not alter reading or other forms of school achievement for Afro-American children unless we change our pedagogical formats and take into consideration Afro-American cultural frame of reference.

He cites two studies in reading achievements, positively influences by Black cultural orientations. The "Black Artful" approach, which uses lively rhythmic verbal intonational interplay between teacher and student (Piestrup, 1973) and reading rooted in a black cultural frame of reference where children construct their own personal reading text based on personal experiences encountered at home or in the classroom (C. Jones, 1979).

Boykin concludes that we need to make the Afro-American reader feel that she or he is learning the skills in his or her personal characteristic style of expression and to encourage the incorporation of integrated music and movement into reading context.

Methodology/Curriculum

Boykin, W. A. (1985). The triple quandary and the schooling of Afro-American children. In U. Neisser (Ed.), The School Achievement of Minority Children (pp. 57-91). Hillsdale, NJ: Erlbaum.

Boykin begins by arguing that it is because of inadequate analysis of the causes of educational failure among our children that we still have educational problems today. He also looks at the infamous "deficiency" approach, which he states assumes that "so-called deprived children come from a group with no cultural integrity of its own" (page 60).

The notion of the triple quandary is that Afro-American Experience can be described in terms of "three realms of experimental negotiation: the mainstream experience, the minority experience, and the Black cultural experience" (page 65). These three realms cause conflict within the African-American. Boykin discusses the problems that African-Americans have to deal with in trying to fuse two cultures together in their minds. The fact that they do not fit together makes it almost impossible to include African-American culture in our schools alongside the Euro-American traditions.

Boykin talks about parents trying to supplement their children's education privately, but that is not the answer. Boykin recognizes three manifestations in schooling that would alleviate some of the cultural incompatibility. The manifestations, which all have cultural implications, are: task definition, task format, and ambience. The same skills can be taught, but in a different manner. He calls this kind of school "Afrographic."

Psychology (Development)

Black, M. M., Hutcheson, J. J., Dubowitz, H., & Berenson-Howard, J. (1994). Parenting style and developmental status among children with nonorganic failure to thrive [Special Section: Parents and children]. Journal of Pediatric Psychology, 19 (6), 689-707.

Examined relationships between parenting style during feeding and children's development among 102 low-income, inner-city, predominantly African-American children (mean age 13.3 months) with nonorganic failure to thrive (NOFTT) and 67 age- and race-matched controls with adequate growth. Subjects' parents were categorized into 1 of 3 groups (nurturant, authoritarian, and neglecting) based on observations during feeding. Subjects' cognitive development was measured by the mental scale of the Bayley Scales for Infant Development. Parents of Subjects with NOFTT were less nurturant and more neglecting than parents of controls. Associations between parenting style and Subjects' social-cognitive development were similar across groups; however, Subjects with nurturant parents consistently demonstrated better social-cognitive development Subjects with authoritarian parents showed high rates of maladaptive behavior. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Psychology/ Sociology

Bracken, B. A., Crain, R. M. (1994). Children's and adolescents' interpersonal relations: Do age, race, and gender define normalcy? Journal of Psychoeducational Assessment, 12 (1), 14-32.

Explored the developmental trends in children's interpersonal relations with male and female peers, mothers, fathers, and teachers. Subjects were 1,724 students aged 9-19 years (1,509 whites, 136 African Americans, and 79 Hispanics). The Assessment of Interpersonal Relations (B. A. Bracken, 1993) scale was used to rate relationships. Results showed significant variability in relationship type as a function of age, race, and gender. Relationships changed qualitatively across relationship as a function of age and were fairly gender specific. Overall, females experienced more positive interpersonal relations than did males. It is concluded that relationship development is a complex, multidimensional phenomenon. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Psychology (Self-Esteem/Self-Concept)

Braddock, J. (1991). Bouncing back. Education and Urban Society, 24 (1), 133-131.

The data observed 1,140 African American male students from 802 public schools from the National Educational Longitudinal Study of 1988. This study indicated that sports participation is positively associated with the aspirations of African American male eight graders to complete high school and enter college. The researcher also found that interscholastic and intramural sports participants derive social status advantages, popularity and a sense of importance among their school mates, and these advantages are directly related to their involvements in athletics.

Many inner-city African-American students have aspirations to become professional athletes. Obviously not everyone can become a part of that elite group. However if it will help the children to remain in school and perhaps see that there are other advantages to receiving an education, being a school athlete is worthwhile. Also the self esteem derived from the popularity and social status of an athlete positively affects self-concept.

Sociology (family), Psychology (development)

Bradley, R. H., Caldwell, B. M. (1982). The consistency of the home environment and its relation to child development. International Journal of Behavioral Development, S? (4), 445-465.

Examined the relation of the consistency of the home environment during the 1st 2 years of life and children's intelligence test performance at age 3 years for 72 black and white children. Subjects' families were administered the Home Observation for Measurement of the Environment (HOME) when Subject was 6, 12, and 24 months. Subjects completed the StanfordBinet Intelligence Scale at 3 years. The residual between 12-month HOME and IQ was significant with 6-month HOME partialled out. Some residual relation was observed between 12-month HOME and 3-year IQ with 2-year HOME partialled out. The relation was slightly higher for blacks than whites, especially during the first year of life. Results imply that for whites, intellectual competence is associated with an early emphasis on varied experiences and encouragement of development, followed by acceptance of child at

1 year, and later emphasis on acceleration of achievement through materials and parental involvement. For blacks, intellectual competence is associated with early organization of the home followed by emphasis on enriching materials and experiences: the importance of encouraging development and providing stimulating toys increases with time.

Sociology (family), Psychology (development)

Bradley, R. H., Caldwell, B. M., Rock, S. L., Ramey, C. T., et al. (1989). Home environment and cognitive development in the first 3 years of life: A collaborative study involving six sites and three ethnic groups in North America. Developmental Psychology, 25 (2), 217-235.

Attempted to examine the generalizability of environmentldevelopment relationships among 3 ethnic groups across the first 3 years of life. Social status did not show a consistent relationship to either quality of home environment or children's developmental status across the various groups. Results indicated a fairly consistent relationship between HOME scores and children's developmental status, although there were some ethnic and social status differences in the relationship. Measures of specific aspects of the child's home environment, such as parental responsivity and availability of stimulating play materials, were more strongly related to child developmental status than global measures of environmental quality such as SES. When the child's developmental status and early home environment were both very low, the likelihood of poor developmental outcomes was markedly increased compared with cases when only one was low.

Linguistics

Bragg, W. A. (January, 1980). A study of the early stages of language acquisition and morphological development of black children. Dissertation Abstracts International.

A study was conducted to examine morpheme development of dialect and non-dialect speaking children. The primary purpose was to investigate the relationship between mother's speech patterns and children's morpheme production. The questions asked were the effect of the mother's speech patterns on development, the difference between Black dialect and non-dialect speaking children. They inquired as to the effect of age difference on development, as well as a comparison between whites and blacks were made.

Contrary to expectations, no significant main effect difference was noted between dialect and non-dialect speaking children on total morpheme development. One of the four target morphemes attained significance. However, modest group means were evidenced favoring non-dialect speaking children. The study found that non-speakers reached mastery at three years old, and speakers reached it at four or five years. --Dissertation Abstracts International.

Psychology (identity)

Braithwaite, H., Foreman, K. & Williams, N. (1994). Reconceptualization of African-American self-concept. Challenge: A Journal Research on African-American Men, 5 (1), 9-17.

With so many definitions and perspectives around, a study that examines a group's own definitions and perspectives of self-concept is helpful indeed. The authors define self-concept (for the purpose of the study) as an all inclusive term that represents self-esteem, self-identity and self-regard. A major observation made in this article is that a great deal of the research on self-concept has been designed and implemented by those with a western or Eurocentric frame of reference. One of the major differences between the two are that an Afrocentric framework would not include a notion of the "unique individual self." Self is only relative to others.

The subjects for this study were 60 undergraduate male and female students enrolled in psychology classes at Morehouse College. Participants were asked to answer 20 open-ended questions: 10 questions on what they thought someone should ask them is they wanted to understand their black self-concept and the other 10 about their general self-concept.

The findings show a clear and distinct difference between the items respondents listed for black self-concept vs. general self-concept. The authors conclude the need for further investigation of the significance of the differences between the two self-concept perspectives for African-American people particularly as it relates to the well-being of a people as a whole.

Psychology (Identity)

Branch, C.W. (September, 1982). A cross-sectional longitudinal study of the development of racial attitudes among young black children as a function of parental attitudes. Dissertation Abstracts International, 43 (3-B), 864.

Racial attitudes were assessed in two age groups of black children, one four to five years old, the other six to seven, some of whom were followed longitudinally. Attitudes were measured by traditional forced-choice techniques and Preschool Racial Attitude Measure, a multiple-choice doll technique, and an interview. The Black Ethnocentrism Scale, the Black Parental Attitude Scale, and an interview were used with parents.

A significant difference in racial attitudes was found between the two age groups. The six-and seven-year-old children were more pro-black/anti-white than the four- and five-year olds on the multiple choice doll test. Two-parent families were found to have more extreme attitudes than one-parent families about child-rearing when female children were involved. Parental activism was found to be the most consistent predictor of a child's attitudes as measured by questionnaires. The nature of activism's relationship with child attitudes varied with the age of the children and measures used. --Dissertation Abstracts International.

Psychology (identity)/ Method.

Branch, C. W. (1994). Ethnic identity as a variable in the learning equation. In Teaching Diverse Populations: Formulating a Knowledge Base (pp 207-223). Albany, NY: State University of New York Press.

Curtis Branch discusses the concept of ethnic identities and shows how they are critical variables in facilitating children's openness to academic excellence and fostering a sense of academic competence. He reviews studies on racial attitudes, self-efficacy and learning styles. According to Branch, Hernandez (1984), McAdoo (1985) and Spencer (1985), all agreed that racial attitudes and self-concept are not directly linked. In the area of self-efficacy, he states that research by Forum and Ogbu (1985) found that black students constantly needed to reassure one another of their black identity. From work by Cross and Spencer (1987), Branch identifies that ethnicity is very personalized or more diffused and is related to a sense of connectedness to a larger group.

Branch stresses the importance of empowering the learner to define their ethnic identities. He suggest that instead of the focus being on learning in the academic sense, we should facilitate a more global and intense growth and development of the African-American child, one that gives more value to their skills and their implication in the classroom.

Psychology (development)

Brand, Handre J. (1989). Reliability of the Frostig test of visual perception in a South African sample. Perceptual & Motor Skills, 69 (1), 273-274.

Estimated the internal consistency of the Marianne Frostig Developmental Test of Visual Perception (DTVP), using 31 White South African preschool students (mean age 68 mo). Internal consistency of the DTVP, as determined by D. Magnussen's (1960) formula, was low. The value of the DTVP's practical applicability with regard to decisions on the school readiness of preschool children should be considered cautiously. Composite scores on this test, however, might prove useful in screening young children for visual perceptual developmental disorders for referral to optometrists. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Psychology (development)

Brand, H. J., & Welch, K. (1989). Cognitive and social-emotional development of children in different preschool environments. Psychological Reports, 65 (2), 480-482.

Compared the development of 62 5- and 6-yr-olds who were divided into 3 groups: a Montessori group, a traditional preschool group, and a stay-at-home group. Development was assessed with the Junior South African Individual Scale (E. M.

Madge, 1981) and the Vineland Social Maturity Scale. Significant differences in favor of school groups were found for vocabulary, language comprehension, ability to judge correctness of figural stimuli, visual memory, and perceptual organization. No differences were found for global cognitive development and social-emotional development, and no relationship was found between type of preschool and level of development. (PsycINFO Database Copyright 1990 American Psychological Assn. all rights reserved).

Sociology/ Psychology/Bi-racial

Brandell, J. R. (1988). Treatment of the biracial child: Theoretical and clinical issues. Journal of Multicultural Counseling & Development, 16 (4), 176-187.

Contends that the child of a Black-White union can be seen as suffering all the disadvantages of being black, including diminished opportunities in both education and employment; discrimination in housing; economic disadvantages; and racism in its cultural, individual, and institutional forms. The biracial identity, racial identity problems, and development of the self in the biracial child are discussed. A clinical illustration of a 7.5-year-old girl in psychotherapy is presented. It is suggested that a self-psychological perspective may illuminate some aspects of development of self-identity in the biracial child and that such a model may serve to explain emotional problems experienced by the biracial child. (PsycINFO Database Copyright 1989 American Psychological Assn. all rights reserved).

Psychology/ Health (substance abuse)

Brannock, J.C., Schandler, S.L., & Oncley, P.R. (1990). Cross-cultural and cognitive factors examined in groups of adolescent drinkers. Journal of Drug Issues, 20 (3), 427-442.

Focusing an adolescent alcohol abuse, this study addresses the relationship between ethnicity, gender, cognitive level and drug use with alcohol abuse. A sample of 194 Hispanic, black and white students were used for this study. Results revealed that white students drink with more frequency and more often to relieve stress. White students also received more peer pressure to drink than black or Hispanic adolescents. Peer pressure was greater for high school seniors than college freshmen.

Alcohol abuse is on the rise for adolescents and preventative work can accomplish more if aimed at groups more at risk. Identification of specific groups for risk behaviors leads to better results.

Literature (autobiography/ slave narrative)

Brent, L. (1973). Incidents in the life of a slave girl. New York: Harcourt Brace.

This book is the authentic autobiography of a slave woman named Harriet

Brent Jacobs. Although many slave narratives were written, many were incorporated into antislavery periodicals. Very few were published on their own. Harriet Brent Jacobs' (aka Linda Brent) story represents one of the slave narratives that was printed on its own and it is also one of the few narratives written by a woman. She was born into slavery in 1818 and escaped at age twenty-seven. She did not write her book until ten or more years later. By that time the fugitive slave law, part of the compromise of 1850, had been enacted and although she was living in a free state, she still could be hunted, captured and returned back to bondage under this law. Harriet Bent Jacobs said, "Slavery is terrible for men, ... but it is far more terrible for a woman.". She discusses in graphic detail what is was live to live in slavery, and to escape sexual exploitation by her owner. In addition, she retells her experience of running away and hiding in an attic crawl space in her grandmother's house for seven years hoping to find her way to the north. She also discusses many other aspects of her life including her childhood, the trials of girlhood, the jealous mistress, what slavers were taught to think of the North, the church and slavery scenes at the plantation, the children sold, the meeting of mother and daughter and much more. In addition to her own life, Harriet Brent Jacobs shares with the reader the horrors of slave life that she witnessed including: the slave who dared to feel like a man, sketches of neighboring slaveholders, the fear of insurrection, scenes at the plantation, Christmas festivities, and an important era in her brother's life and incidents in Philadelphia.

Literature (annotated bibliography about autobiography)

Brigano, R. C. (1984). Black Americans in autobiography: An annotated bibliography of autobiographies and autobiographical books written since the Civil War (revised and expanded edition). Durham: Duke University Press.

Brigano develops a book of annotations, summarizing and giving other detailed information on publications written by blacks. These annotations provide basic data on the authors such as their profession, endeavors, education, and the places where they lived. In the section, "Autobiographies," there are a number of stories describing the authors' lives. Section two, "Autobiographical Books," includes diaries, travelogues, collections of letters, collections of essays and more. Section three, "Other Titles, Partially Annotated," provides brief annotations for volumes that could not be obtained. More, this section checks the list of autobiographies and autobiographical books written before the end of the civil war and reprinted since 1945.

Each entry in section one, two, and three, includes: Author, Co-author, Editor(s). It also includes birth, death, book title, subject, volume number, and all other reference details.

Psychology

Britt, A. L. (January, 1975). Drawings by five-year-old black pre-school children of Lean and Gadsen counties in Florida: A study of the relation between their verbal and visual conceptions. Dissertation Abstracts International 35 (7-A) 4040.

It was the purpose of this study to investigate the relationship of children's verbal and visual conceptions of likes and dislikes in their homes, as reflected in interviews and drawings created by five-year old Black pre-school children in Leon and Gadesen Counties of Florida. This study was considered an exploratory one in an area of which little is known.

It is recommended that a larger population be sampled and that it come from a greater geographic area. Data should be gathered over a longer period of time. The study should be repeated using varied studying methods with follow-ups. Other aspects of the child's drawings and verbal response should be included. It is also recommended that comparisons of black and white children be made.--Dissertation Abstracts International.

Sociology (family), Psychology (development)

Brody, G. H., Stoneman, Z., Flor, D., McCrary, C., et al. (1994). Financial resources, parent psychological functioning, parent co-caregiving, and early adolescent competence in rural two-parent African-American families [Special Issue: Children and Poverty]. Child Development, 65 (2), 590-605.

Proposed a family process model that links family financial resources to academic competence and socioemotional adjustment during early adolescence. 90 9-12 year old African-American youths and their married parents who lived in the rural South were interviewed and videotaped at home. Results largely support the hypotheses. Lack of family financial resources led to greater depression and less optimism in mothers and fathers, which, in turn, were linked with joint caregiving support and conflict. The associations among the caregiving processes and youth academic and socioemotional competence were mediated by the development of youth self-regulation. Disruptions in parental caregiving interfered with the development of self-regulation. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Sociology (family)

Brody, G. H., Stone, A. & Flor D. (1995). Linking family processes and academic competence among rural African American youths. Journal of Marriage and the Family, 57(3), 567-579.

This study examined the impact that parental education, family financial resources, and family processes have on academic competence among rural African American youths living in two-parent families. Sociologist and psychologists have suggested that parental involvement in school has an impact on the youth's academic competence. There was considerable support that links family income, family processes, and parental involvement in school. Ninety African American families were recruited from rural counties in Georgia and South Carolina. Of the ninety participating, 17 had an income of $3,300 or less, 51 had an average income of $5,515, and 21 families averaged $9.044 in earned income. Data collected seemed to indicate higher income was associated with more harmonious family interactions, lower levels of interparental conflict, more youth self-regulation, and greater academic performance.

Sociology (family)/ Psychology (development)

Brody, G. H., Stoneman, Z. (1992). Child competence and developmental goals among rural Black families: Investigating the links. In I. E. Sigel, A.V. McGillicuddy-DeLisi, & J. J. Goodnow (Eds.), Parental belief systems: The psychological consequences for children (2nd ed.) (pp. 415-431). Hillsdale, NJ: Lawrence Erlbaum Associates.

(from the chapter) describes a project in which members of our laboratory staff observed and interviewed rural black families to find out why, despite their difficult circumstances, many of these children grow up competent rather than succumbing to the effects of their environments; provide a basis for intervention by specifically identifying those family strengths that help rural black parents to rear successful children... formulated a research project designed to empirically identify those family strengths, parenting goals, and socialization practices that are associated with children's development of competence; our specific research questions involve the examination of the following family characteristics for their association with child outcomes: families' endorsement of competence-producing goals for their children, the socialization of those goals through effective parenting practices, and agreement among family caretakers on these goals and practices... all families in the sample include at least one child, the parents are married and living together in the home; they are the biological parents of the target child, who must be 10 to I 1 years old.

Psychology (development)

Broman, S., Nichols, P. L., Shaughnessy, P., & Kennedy, W. (1987). Retardation in young children: A developmental study of cognitive deficit. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

(from the preface) This study focuses on the antecedents and correlates of mental retardation in a population of 36,800 children followed from gestation to age 7 in the Collaborative Perinatal Project. The large data base, derived from sequentially administered examinations and interviews, was analyzed to identify the biological and social risk factors for severe and mild cognitive deficit at age 7. Comparisons made between the retarded and nonretarded groups in the samples of white and black children revealed factors related to normal cognitive development as well.

Psychology (development)/ identity

Brome, D. R. (19--). A developmental analysis of black children's other concept. The Journal of Black Psychology, 15 (2), 149-162.

Brome defines the others concept as "an individual's generalized expectancies about other people along a positive-negative dimension" (page 149). This notion, which is developed based on one's cultural/racial background, should be reflective of a person's opinion of a group of people in general and not just an individual. This construct is especially useful because it is considered to be a parallel concept of self-concept. This new concept adds another vantage point from viewing how African-Americans manage to live in a predominantly white racist society.

The purpose of this study was to determine whether black Americans have a higher regard for black others concept versus a white others concept. Age was also a factor that was observed for its effects on the others concepts, as well as the relationship between psychosocial competence and the others concept. The three measures that were used were the Rosenberg Self-Concept Scale, the Paired Hands Test, and the Psychosocial competence Incomplete Stories Test. Thirty-seven black children between the ages of 6 to 15 years old were the participants in this study. Black children were more favorable of pictures with Black-White hands than they were of pictures with just Black hands. However, results did indicate that as they get older children began to respond more favorable to the pictures with just the black hands (there was no increase with age for the number of positive responses for the white hands).

The authors theorized that parents, when they socialize their children, place more emphasis early on, on teaching their children how to view the white others.

Psychology (identity)

Brookins, C.C. (1994). The relationship between Afrocentric values and racial identity attitudes: Validation of the Belief Systems Analysis Scale on African-American college students. Journal of Black Psychology, 20 (2), 128-142.

Citing the plethora of studies which advocate the adoption of an African-centered worldview by African-American, the author, Brookins, examines the worldview that African-Americans are socialized and circumscribed into within American society. By investigating the worldview that African-American are socialized into within American society, the author sought to establish a relationship between a "less than optimal" worldview and deviant values and mores among segment of the African-American community. Brookins defines the African-centered worldview as an "optimal" worldview and focuses upon identifying the exact components of such a worldview. Brookins concludes that identifying these components will be useful in 1) developing intervention strategies and techniques, 2) examining the mental health of African-American, and 3) developing intervention strategies and techniques which promote psychological health.

A new Belief Systems Analysis Scale (BSAS) was recently developed to help identify the components of an optimal worldview. This new scale along with the Racial Identity Attitude Scale and the African Self-Consciousness Scale were administered to 171 African-American college students between the ages of 18 and 22. The purpose of the study was to measure the students' beliefs, feelings, and attitudes across the different scales. The BSAS had originally been given to a group of white students.

Results showed that the African-American scored higher on the test than did the white students. It appears that further testing needs to be done with the BSAS which appears to measure more "race neutral" values. The ASCS was described as measuring more "race specific" values. Brookins concluded that these two scales might actually measure different domains of the psychological health of African-Americans. The BSAS is "reflective of a basic humanistic value system," and the ASCS is related "to how one intends to cope with current sociopolitical realities" (page 141).

Psychology (Self Concept/Self Esteem/Identity)

Brookins, C. C. (1994). The relationship between Afrocentric values and racial identity attitudes: Validation of the belief systems analysis scale on African American college students. Journal of Black Psychology. 20(2), 128-142.

This study was conducted to test the validity on the Belief Systems Analysis Scale (BSAS). The instrument was given to 171 African American college students enrolled in Black studies classes at predominantly White institutions. To provide construct validity and to determine the relationships between an ideal Afrocentric belief system; racial identity attitudes, and African self consciousness, the Racial Identity Attitude Scale (RIAS) and the African Self Consciousness Scale (ASCS) were also administered. This study supported the use of the BSAS, but failed to show support on two of the five sub-scales.

Linguistics/ Methodology (pedagogy), language arts

Brooks, C. K. (Ed.). (1985). Tapping potential: English and language arts for the black learner. Urbana, IL: The National Council of Teachers of English.

Brooks and assistant editors mold a clever how-to-book for teachers of English and language arts who work with black students. There are a significant number of intelligent writers, who, like Haki Madhubuti, demonstrate that highly educated blacks are not pessimistic about their ability to make a difference; and who, through there writings, help teachers at all levels to use approaches and methods known to be appropriate for blacks. In four sections, Language, Reading, Writing, and Literature, the authors present different methods on how to teach black students, who are often misunderstood or thought to be unteachable.

Linguistics/ Methodology (language)

Brooks, P.E. (1987). Designing and evaluating language programs for African-American (Black) dialect speakers: Some guidelines for educators (Report No. CSE-RR-7). Los Angles, CA: California University. (ERIC Document Reproduction Service No. ED 338-102).

Brooks' paper provides a thorough manual for educators as they flesh out, design, implement and evaluate school-based programs for African-American dialect speakers. Since the notion of how the programs are designed is fraught with controversy, Brooks advocates first matching the inherent philosophical posture with the actual program practices. The following guidelines are presented:

(1) acknowledge and work with the varied interest groups (this involves mediation and coordination between groups, using school district resources, and ensuring the evaluation plan meets the information needs);
(2) develop the philosophical bases of the program;
(3) identify and state program assumptions, values and goals;
(4) incorporate relevant research and theory (respect and use the cultural richness found, employ bridging strategies between dialects, use the child's existing code-switching skills, identify and work out problems of mismatch in non-verbal communication);
(5) assess current program strengths, weaknesses and problem areas (staff development, administrative/school support, community/school relations, finances, facilities and materials, instructional objectives and general environment).

This document is a thorough treatment for program development from initial conception to fruition.

Psychology (development)/Economics

Brooks-Gunn, J., Klebanov, P. K., & Duncan, G. J. (1994). Economic deprivation and early childhood development. Child Development, 65, 296-318.

Authors Brooks-Gunn, Duncan andKlebanov investigate the effects of economic deprivation on child development; however, these authors suggest that family income and poverty status are powerful correlates of the cognitive development and behavior of children, even after accounting for other differences such as family structure and maternal schooling between high and low income families. However, this study includes important extrafamilial ecological dimensions which include the neighborhood in which a family resides, child-care settings, schools, and peer groups. This study also suggest that neighborhoods are influenced by the following: (1) neighborhood resource explanations, based on the beneficial effects of higher-quality public and private services, (2) contagion theories, based primarily on the power of peer influences to spread problem behavior, (3) theories of collective socialization, in which neighborhood role models and monitoring are important ingredients in a child's socialization, (4) completion theories, in which neighbors compete for scarce neighborhood resources, and (5) theories of relative deprivation, in which individuals evaluate their situation or relative standing vice versa their neighbors. The authors continue to suggest that studies show vast differences in the family poverty experience of whites and blacks. Roughly three quarters of the white children never lived in poor families; only one-third of blacks escaped family-level poverty altogether. The poverty experience, as the authors call it, are temporary for many more white than blacks. Only one in five poor white children was poor for 5 to 6 years. Finally, the authors state that for blacks poverty is more the rule that the exception. However, they are particularly interested in the contribution of income measures over and above other sociodemographic characteristics; moreover, the authors provide data which is consistent with the hypothesis that family income and poverty status are powerful determinants of the cognitive development and behavior of children, even after the account for other differences such as family structure, maternal schooling, and behaviors.

Sociology/ Psychology (development)

Brooks-Gunn, J., Duncan, G. J., Klebanov, P. K., & Sealand, N. (1993). Do neighborhoods influence child and adolescent development? American Journal of Sociology, 99 (2), 353-395.

Estimated the effects of neighborhood characteristics on the development of children and adolescents using 2 data sets. Each data set contained information gathered about individual children and the families and neighborhoods in which they resided. The first data set focused on outcomes in the early childhood period, and the second focused on outcomes in the late adolescent period. Subjects consisted of 895 3-year-old children and 2,200 women (aged 14-19 years). There were powerful neighborhood effects on childhood IQ, teenage births, and school- leaving, even after the differences in the socio-economic characteristics of families were adjusted for. It was found that white teenagers benefitted more from the presence of affluent neighbors than did black teenagers.

Psychology (development)/ Linguistics

Broom, Y. M., Doctor, E. A. (1994). Developmental dyslexia: Contrasting patterns of performance on a diagnostic psycholinguistic assessment. South African Journal of Psychology, 24 (4), 219-227.

Based on the developmental models on the acquisition of reading skills by U.

Frith (1985) and P. H. Seymour (1987), a battery of psycholinguistic tests appropriate for English-speaking South African children was devised to identify the processing strategies that a child has and has not acquired. The procedure yields both qualitative and quantitative information and allows comparison of dyslexic children with average readers of similar reading age. Two cases of 11-yr-old boys with developmental dyslexia were used to illustrate different patterns of performance on this assessment. These patterns of performance are interpreted in the context of current models of the development of reading skills. (Afrikaans abstract) (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Philosophy/ Miscellaneous (General)

Browder, A.T. (1993). From the Browder Files: 22 Essays on the African American Experience. Washington, D.C.: The Institute of Karmic Guidance.

Tony Browder present 22 essays that provide information on topics such as the meaning of the name Negro, symbolism, subliminal media messages, and African-American Christianity. All of the articles represent his point of view about the power of knowledge. This collection opens the mind to ways of thinking about common experiences and symbols that most African-Americans ignore. In addition, these essays emphasize Browder's belief that knowing oneself is the ultimate purpose of man.

This collection of essays emphasizes the importance of self-knowledge. Browder provides a critical analysis of mis-education, and what African-Americans can do about it. Seeking knowledge of one's history and culture is the only way to freedom. I think this book is important because it emphasizes the importance of critical thinking and attending to what goes on around you. The author sees acquiring knowledge as the way to overcome the repressive and oppressive efforts of the dominant society. Self-knowledge is crucial to the teacher in the classroom.

In Browder's first book, he examines many things which deceive African-Americans. With an introduction by Asa G. Hilliard, a distinguished educational/psychologist, the reader is led into a number of essays which explore the conscious of Africans in the diaspora. Browder writes accessible prose that nonetheless cuts into the heart of every black person. In the essays entitled, "Exploding the Myths: Little Known Facts About Religion," Browder examines religion and how many black do not discover for themselves their own sense of God. In, "A Conversation with Dr. King," Browder has a dream vision, asking King such candid questions as "What tactic would be best in today's struggle for human rights?" King answers surprisingly "... I concur completely with my dear brother Malcolm and his feelings that we must achieve freedom 'by any means necessary.' The book is an especially good introduction to Afrocentrism.

History

Browder, A. T. (1992). Nile Valley Contributors to Civilization: Exploding the Myths (vol I). Washington, DC: The Institute of Karmic Guidance.

Browder does a scholarly job in treating ancient African History, and making African history clear and lucid to the reader. Browder employs maps, charts and photographs as well as other educational publishing methods to enable a eighth grade student to comprehend while not insulting the intelligence of a college freshman. The book begins, "Nile Valley, Presence in America," with a question and answer section. Browder, throughout the book, quotes and uses the materials of leading African scholars.

Literature (autobiography)

Brown, Claude. Manchild in America. **Date? Publishing information?**

In his autobiography, Brown begins by telling us about the once trusted, friendly streets of Harlem and then later depicts the Black Community as gone awry. Brown weaves a fine story about his youth, which was filled with pleasure (the fun he experienced with his friends includes stealing and running con games), and pain (witnesses the people he knows being adversely affected by the new craze of opium and other drugs). Brown nevertheless grows intellectually even as his in community that becomes more and more dysfunctional. Brown, finally, compels the reader to feel the hardships he weathered as well as seeing the difficulty (racial and social) a young black man undergoes when he dwells in a major Eastern city.

Method./Anthrop

Brown, G. N., Hiskett, M. (1975). Conflicts and harmony in education in tropical Africa. London: George Allen & Unwin Ltd.

Institutionalized education in Africa is a relatively recent concept. Education Africa as a means of preparing the individual for life in the community is a very ancient concept. This book, particularly in the first section, presents information that shows that this ancient concept is still very active today though not without its complexities with Western educational methods.

The chapters highlight the variety of methods of indigenous African education among societies, rebuking the erroneous idea that the African continent was not a rich fabric of culture and many societies. Most information was transferred from adult to child nonverbally. The exceptions were the Vai of Liberia and the Mum of Cameroon who developed their own writing systems. Informal education included children's games that incorporated imitating adults, and the wisdom and common sense of folklore and proverbs. Formal education was seen in the age-grade system which was often highly institutionalized and formal; this system was similar to the Western "classes." The age-grade system involved initiation rites and were often highly formal. Preparation for adulthood also included apprenticeship programs and informal adult education methods which sought to promote community development. Each society had their own specific way to prepare adults to serve their community. However, there was a common history and culture that subsumed their differences; though the outward details may have differed, the overall concepts were culturally connected.

Traditional educational methods are still practiced today in modern Africa and operate along with Western educational methods. Just as in traditional Africa, African societies view children as a great benefit to the parents and most importantly the community. Therefore, the community is primarily held responsible for raising the children.

The traditional methods of education are in conflict with Western educational theories. The African traditional educational methods are concerned with maintaining a cohesive community. The Western philosophy is interested in developing the community. The two methods are dichotomous and highlight the complexity of merging the two concepts because they are based on conflicting philosophies and goals. The hope is that by helping teachers and educators understand the history and socialization of African children, these conflicts can be reduced.

Linguistics/Method.(reading)/Learning styles/Special Education

Brown, J., Goodman, K.S., Marek, A. M. (Comps. & Eds.). Studies in miscue analysis: An annotated bibliography. Newark, Delaware: International Reading Association [800 Barksdale Rd., PO Box 8139, Newark, Delaware, 19714-8139].

(from the back cover): "The observation and analysis of students' reading errors has provided a wealth of knowledge for researchers, diagnosticians, classroom teachers, and others interested in reading assessment and diagnosis. After discovering that these reading errors are never random and that unexpected responses often result from the same process as expected responses, Kenneth S. Goodman termed these errors 'miscues' in 1965. Since that time, the technique of miscue analysis has been applied to many new areas of research by educators at many levels.

"This longstanding interest in miscue analysis has led the editors to compile *Studies in Miscue Analysis: An Annotated Bibliography*, which makes it possible for educators, researchers, and others to access published books and articles as well as unpublished documents and dissertations on this topic. This book contains a chronological list of references from 1898 to 1995, enabling the reader to review the information in historical context. Each reference includes a brief annotation of the study's content."

Curriculum/ Schools

Brown, K. (1993). Do African-Americans need immersion schools?: The paradoxes created by legal conceptualization of race And public education. Copyright © Iowa Law School [78 Iowa L. Rev. 813] May, 1993.

Brown comprehensively explores the need for Immersion Schools (for African Americans) and the legal scrutiny involved. First, Brown presents a personal account of his experiences in a segregated Indianapolis suburban school during the late sixties-early seventies. Brown (African American) testifies to the cultural insensitivities of his English teacher (Caucasian) who, during this period, used materials (Mark Twain's Huckleberry Finn) in a class discussion which used the term "nigger" as a description for African American people. When addressed about the insult found in the text, the teacher replied that the text was a "classic." Brown continues to educate the reader by presenting documented information on school desegregation and its effectiveness in educating African Americans--especially in the pubic school setting. Brown speaks about a culturally dominate standard which is basically beneficial to Caucasian or European Americans. Brown feels that in order to effectively educate the minority, it is important to consider his/her culture, given that culture is an influencing factor in social behavior. Moreover, Brown complies with the need to institute Immersion schools by suggesting that these schools will provide African American students with strategies and techniques to overcome racial obstacles (Brown 147). However, legal conflicts evolved such as: racial neutrality, Equal Protection Clause, and the concept of "strict scrutiny" is being closely examined in the establishment of schools.

Psychology/sociology

Brown, R. (August, 1978). The relationship of moral conscience, discipline, and culture among black children. Dissertation Abstracts International 39, (2-B), 1042.

This correlational study examined socialization and cultural antecedents to moral internalization in the black child. Three sets of predictions were tested using the questionnaire responses of seventh grade black children and a sub-sample of their mothers.

The primary aim of the present study was to assess the relationship between parental discipline and moral judgment.

This relationship was discussed in terms of the institutional basis of cultural values in the black family. There was partial support for the prediction that high familism in the parent is related to familism in the child. Since the present study is the first attempt to replicate Hoffman's (1967) general findings in a black sample, it was concluded that these results should act as a stimulus for future research.

History

Brown, W. W. (1969). The Negro in the American rebellion: His heroism and fidelity. Miami: Mnemosyne Pub. Inc.

The first Black American to publish a book of fiction, play, and book of travel. William Wells Brown writes a serious nonfiction piece that historically depicts African American involvement in the American civil war and slavery. In this important book, Wells begins with post civil war and ends by showing how Blacks deal with emancipation proclamation.

Brown dedicates some of the sections to Black revolutionaries such as Nat Turner, "The Nat Turner Insurrection" (ch. 3), and Denmark Vessey as well as others who are written about. In "Blacks in the Revolutionary War and in 1812" (ch.l), the author discusses black involvement in American wars and how their involvement made us prevail. In other chapters, the reader sees how Blacks supported America: "Heroism of Negroes of the High Seas" and "Arming Blacks" for the enlistment for the American Civil War (ch. 17). The latter quarter of the book looks at how African Americans deal with freedom: "Protection for the Colored People." In other sections, Brown is well-rounded enough so as to include the human side of Negroes who died for their independence: "Wit and Humor of the War"; this section includes, for instance, Negro poetry.

Literature (folk tales)
Bryan, A. (1980). Beat the story-drum, pum-pum. Antheneum: New York, 1980.

Bryan presents a series of African folk tales in which the animals in the stories are a lot like humans. This allows one to explore problems we all have, in one way or another and provides a moral rationale which children understand.

Literature (folk tale/ picture book)
Bryan, A. (1989). Turtle knows your name. Antheneum: New York.

Bryan presents a folk tale which demonstrates a nurturing relationship between a grandmother and her grandson. This texts also provides colorful pictures depicting persons of African ancestry.

History (education)
Bullock, H. A. (1967). A History of Negro education in the South: From 1619 to the present. New York: Praeger Publishers.

This book, which won the Bancrott Prize for literature, is a serious text that takes a socio-scientific approach to the education of Blacks in the South. Essentially, it "trace[s] the development of educational opportunities for Negro Americans in the South and...show[s] how the opportunities became the means by which the race regained greater personal emancipation." Bullock begins his six chapter book with the premise that blacks during slavery always wanted two things: equality and education, education here being the imperative. The author discusses the transition of blacks from their deep longing for education (denied), to their struggle for integration, to integration and the pitfall and positive thereof. Bullock discusses the Negro's transition in chapters such as "In the Quest of Equality" or "The Bid for Desegregation." In addition, this book includes charts and tables. One chart presents the "Percentage of white and Negro children, aged five through nineteen, who attended school in the Southern States, 1850-1950." There are four charts in all. In table one, Bullock displays "Literacy (percent) of total and Negro population, twenty-five years of age and over, in Southern States, 1890 & 1930."

Psychology

Burlew, K. A., Banks, C. W., McAdoo, H. P. & ya Azibo, D. A. (Eds.). (1992). African American Psychology: Theory, research, and practice. Newbury Park, CA: SAGE publications.

Psychology (identity/ self esteem)

Burnett, M. N., & Sisson, L. (19--). Doll studies revisited: A question of validity. Journal of Black Psychology, 21 (1), 19-29.

The main purposes of this study were to see:

1. if children preferred whites or blacks.
2. if stereotypical attitudes about ethnic groups influence racial preference.
3. whether older children generally prefer black dolls

Eighty-one African-American children between the ages of 6 to 9 years old were tested in this study.

Using a 11 point Likert scale, the study revealed that most of the children fell in a no-preference category (preference for black dolls was second). There also seemed to be no effect on racial preference based on any stereotypical attributed. Age did appear to have an effect on racial preference for black dolls; other children were more likely to prefer black dolls.

There were some good points brought out in this article. The authors stressed the importance of the age of the children when doing studies such as this. Also, an excellent point was made about how adults interpret the responses of children, and whether or not they are accurate in their interpretation.

Psychology (development)

Burchinal, M., Lee, M., & Ramey, C.T. (1989). Type of day-care and preschool intellectual development in disadvantaged children. Child Development, 60 (1), 128-137.

Compared levels and patterns of intellectual developmental of 3 groups of 131 low socioeconomic status (SES) (98% Black) children who were (1) assigned to receive extensive university-based intervention group day-care, (2) placed in community day-care centers for varying amounts of time, or (3) whose parents chose little to no center-based day-care for their children. Subjects were followed until they entered kindergarten. Analyses were performed to identify possible day-care effects on IQ level and on patterns of infant and preschool cognitive development. Results suggest that quality community day-care, as well as intervention day-care, may positively change both the level and pattern of preschool intellectual development of low SES children. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Linguistics

Burke, J. P. (March 1973). The performance of five-year old black children in the Oregon Language Profile: A study of language patterns in an urban black population. Dissertation Abstracts International, 33 (9-B), 4567.

This study was undertaken to obtain information regarding the language abilities of a group of black five-year olds as measured by the Oregon Language Profile. At the time, the investigation attempted to discover the applicability of the instrument to assess the language of a group of children excluded from the test's standardization. Study. The OLP contains 71 items resembling certain other standardized measures of language and general intelligence, and is designed to assess parameters of language ability considered important by speech and language therapists.

Within the limitations of the present study, it was concluded that:

1. Black children in Portland appear to have language abilities which more closely parallel those of white children than have been reported in language investigations heretofore.
2. Ample evidence was presented that the Oregon Language Profile is an instrument which does not discriminate against black children. This finding indicates that the Oregon Language Profile can be used in assessing the language abilities of black children in the Portland area.

--Dissertation Abstracts International.

Sociology/ Psychology (development)

Burts, D. C., Hart, C. H., Charlesworth, R., Fleege, P. O., et al. (1992). Observed activities and stress behaviors of children in developmentally appropriate and inappropriate kindergarten classrooms. [Special Issue: Research on kindergarten]. Early Childhood Research Quarterly, 7 (2), 297-318.

Investigated the effect of classroom type (developmentally appropriate or inappropriate) on the stress behaviors of kindergarten children as mediated by race, sex, and SES. There were 46 male and 57 female children in 6 inappropriate classrooms and 53 male and 48 female children in 6 appropriate classrooms. Males in inappropriate classrooms exhibited more stress than did males in appropriate classrooms. Blacks in inappropriate classrooms exhibited more stress than did whites during transition, waiting, and teacher-directed whole group, while whites in inappropriate classrooms exhibited more stress during group story. More overall stress was exhibited by Subjects in developmentally inappropriate classrooms than by Subjects in appropriate classrooms. Low-SES Subjects and black Subjects had tendencies to be less involved in developmentally appropriate activities. (PsycINFO Database copyright 1993 American Psychological Assn, all rights reserved).

Criminal Justice

Cadell, V. B. (1994). From prison to pulpit. Davies.

Two of the most prominent themes echoed at the Million Man March were Redemption and Atonement. Both of these themes serve as the message that is conveyed in From Prison to Pulpit. Reverend Vaughan Booker, an Episcopal priest and author of this astounding book, received a life sentence for the brutal killing of his wife with a bow and arrow, the first murder of this kind since 1796. However, in prison he underwent a major spiritual transformation and found himself with a new life under God. His early involvement with the Episcopal church as an altar boy led him to embrace the Episcopalian faith. His story is told through the juxtaposition of court records and testimonies of other people in the first person. It is, indeed, a remarkable story, almost beyond belief. But it happened and after receiving a degree from Villanova University and a Master of Divinity degree from Virginia Seminary, he was ordained as a priest and currently is the rector at Meade Memorial Episcopal Church in Alexandria, Virginia. --Useni Eugene Perkins.

Traditional Education/ Method.

Callaway, A. (1964). Nigeria's indigenous education: The apprentice system. Odu, 1(1), 62-79.

The apprenticeship program began as a broad educational system of the indigenous societies of Nigeria passing on their cultural heritage to the next generations. Skills were highly valued by a family, and some specialties were kept very secret as they are today. One such example is native medicine. The apprenticeship program has kept in step with urbanization and a changing economy. The scope has broaden from skills being passed from within family to inter-tribal relationships. The apprenticeship system, once limited to farming has expanded to include traditional crafts as well as fields associated with an urban environment. For example, a photographer goes to technical college abroad. Upon returning to Nigeria he passes on his advanced skills to groups of apprentices.

The author sees Nigeria as having two educational methods being followed simultaneously. One is the indigenous one which has passed on the culture down through the generations. The second is the formal education imposed, initially, by Europeans. The author asks the question if formal education interferes with indigenous learning. Does it recognize the culture and traditions of the past? The concern is that formal education leaves the Nigerian students ill-prepared to be productive in their communities. The student may be trained in modern technical skills, but have no practical knowledge about the traditional crafts or industries of the societies around them.

The author feels that indigenous education still has value for modern Nigeria.

Yoruba education today has a dynamic interrelationship between Western and traditional sources providing for an open environment that is dynamic and open to self-criticism. It demonstrates that with attention and awareness, a relationship that includes knowledge of African culture and traditions, is possible and necessary if the African child is to develop as a productive, self-assured individual who can make positive contributions to the immediate and larger community.

The community must begin to develop educational models that show a greater respect for African and African American culture and differences. Hopefully, the Yoruba model will provide meaningful and realistic ways to develop African children into responsible adults able to succeed in the larger society while continuing to acknowledge and respect their African cultural roots. The author's research shows us that the African child's community is ultimately responsible for initiating and overseeing the educational process for their children.

History (of education)

Caliver, A. (1950). Certain significant developments in the education of the Negro during the past generation. The Journal of Negro History (Edited by Carter G. Woodson), 35, 111-134.

This article provides a survey of black educational progress, including literacy, high school enrollment, high school graduation, increase in college enrollment and college graduation rates. --Oba T'Shaka.

Spirituality

Cannon, K. G. (1994). The Bible from the perspective of the racially and economically oppressed. Scripture: The word beyond the word., 35-40.

In this essay the writer illustrates how African Americans' experiences in life and with the Bible have influenced the way they approach interpretation and application of the scripture. Examples are given of how Whites have erroneously used the scripture to justify domination of African Americans. The author discusses how the church's work in the areas of communicating the good news can serve to coordinate concrete change. She communicates that "the religion of the poor is not poor religion." It points toward understanding Bible study as a source for energy, insight, and a mandate for change.

Psychology (testing/ special ed)

Carlson, P. E., & Stephens, T. M. (1986). Cultural bias and identification of behaviorally disordered children. Behavioral Disorders, 11 (3).

Carlson and Stephens investigate the basis for the astounding "over-representation of minority students" in the problem categories of American education. The article closely examines the roles played by teacher bias and actual cultural differences in the classification of behaviorally disordered children by focusing upon

Anthropology
Carrington, J. F. (1967). Talking drums of Africa. New York: Negro University Press.

Talking Drums of Africa provides a description of how drums are and have been used throughout Africa as an effective tool of communication. The reliance of African by custom, but primarily sound on message transmitted by is of drums indicate creative manners in which African exchange ideas and learn. A persuasive distinction, drum sig ********************************. The former includes messages to convey warnings; a method employed in numerous countries. On the other hand, in Africa, the latter is used to channel diverse messages.

History/ Philosophy
Carruthers, J. (1984). Essays in Ancient Egyptian studies. Los Angeles: University of Sankore Press.

This book is a seminal exposition of the African worldview, which is central to African education. --Oba T'Shaka.

History/ Philosophy
Carruthers, J. (1995). MDW NTR Divine Speech: A historiographical reflection of African deep thought from the time of pharaohs to the present. London: Karnak House.

This is Dr. Carruther's most recent work on African deep thought or African philosophy. This work provides a framework for African education.--Oba T'Shaka.

Psychology (Identity)
Carter, R.T. (1991). Racial identity attitudes and psychological functioning. Journal of Multicultural Counseling and Development, 19, 105-114.

Carter states that in the past, the psychological functioning of the African American has only been researched from a psychiatric epidemiological viewpoint and a social psychological viewpoint. He argues that within-group psychological variable (e.g., self-concept and/or racial identity) should be considered in addition to other variables to better understand the psychological functioning of African Americans. Carter refers to Cross' four stages of racial identity evolution in the African American and describes the psychological condition of people in each of the four stages. In the Pre-Encounter stage a person is described as being psychologically impaired. In the Encounter stage a person experiences "confusion and emotional turmoil." People are described as being anxious and angry in the Immersion-Emersion stage, and possibly psychologically healthy in the Internalization stage.

The purpose of Carter's experiment was to:

1. "explore whether racial identity attitudes were predictive of psychological functioning measured as

outline[s] some of the strategies that might be adopted to promote such acceptance. [from the chapter] treats interracial friendship as an extension of same-race interaction; discussion about the development of racial awareness and preferences of the young child to the more sophisticated racial attitudes of the adolescent is based on attraction theory superimposed on cognitive stages of social development.

Linguistics
Cartledge, G., Stupay, D., Kaczala. C. (1988, summer). Testing language in learning disabled and non-learning disabled Black children: What makes the difference? Learning Disabilities Research, 3 (2), 101106.

Administered the intermediate learning disabled (LD) and 26 non-LD 8-12 yr old black children matched for age, IQ, and class placement. Significant differences were found between the 2 groups on the standardized language assessment. Results are discussed with respect to (1) the assessment measures most useful in detecting language disorders vs those producing a biasing effect and (2) the effects of socioeconomic status (SES) on the language test performance. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Media (animation)
Cartoons R. Fun. 1989

This recent video represents a collection of many like it in the cartoon/Bugs Bunny tradition. It demonstrates yet another means of European oppression in that it depicts black people as dumb, scary and ugly. The features of the black character in the film are greatly distorted and the character himself is reminiscent of Amos and Andy. It is horrible enough that the film is copyrighted as late as 1989. More importantly however, is that it was purchased in December of 1994 and to our knowledge remains on the shelves of countless toy stores, video stores and the like.

Linguistics/ Language.
Cary, L. (1992, June 29). As plain as black and white. Newsweek, p. 53.

Cary, author of the memoir Black Ice, laments the fact that there is no common language that allows black and whites to discuss racism. Unlike Eskimos who have over fifty words for snow, we, to whom race is so important, do not have enough words for it. In trying to make each other understand, "we explain, score, dominate, manipulate, control, provoke, apologize and dis". In addition, both blacks and whites have no practice in discussing racism beyond the superficial. "Because we know so little of our racial history together, we cannot recognize the clues that our language is giving us." For example, was the trouble in Los Angeles "a riot" or "an uprising"? According to Cary it was probably some of both. However, it takes a common

The main topic of this discussion is the barbarism of colonization in the name of civilization. Césaire points out that United States' imperialism is a worse form of oppression.

Césaire says the unhappiness of the colonized is the impetus that will lead them to revolution against the oppressor.

Self-Concept

Chamber, J. (1994). Perceived attractiveness, facial features, and African self-consciousness. Journal of Black Psychology 20 (3), 305-324.

This study wanted to test two hypotheses. 1) Subjects who are high in Afrocentric orientation will show more positive adjectives to the picture with predominantly African facial features that subjects who are medium or low in Afrocentric orientations. 2) Subjects who are medium or low in Afrocentric orientation will assign more positive adjectives to the white picture than subjects who are high in Afrocentric orientation. The results showed the pictures (ASC) African Self-Consciousness interaction indicated that high ASC subjects (high in Afrocentric orientation) assigned more positive adjectives to the pictures with predominantly African facial features compared to medium or low ASC subjects whereas medium and low ASC subjects assigned more positive adjectives to white pictures compared to high ASC subjects. The way a person views oneself, will probably a determine how they will interact throughout society.

Literature (miscellaneous)

Chapman, A. (1972). New black voices: An anthology of contemporary Afro-American literature. New York: Mentor.

New Black Voices possesses the same type of literary achievement as Chapman's former book, Black Voices. This book is a serious selection of poetry, fiction and criticism from African-American writers such as Elderidge Cleaver, Ernest Gaines and Ralph Ellison. Also including detailed biographical notes and an introduction, this book is good for a short survey of contemporary African-American literature.

Health/ Racism

Charatz, L.C. (1992, August). A chronicle of racism: The effects of the white medical community on black health. Journal National Medical Association, 84 (8), 717-725.

This article is indeed a chronicle of the racism apparent in the health care system, from the past to the present. Given is a description of the white medical community's control and the disparities involved. The role of black physicians is also discussed in light of changes brought about. Explanations are offered for newspaper, television or movies, African-Americans are most often predators or victims of crimes, poverty, or discrimination; "as threats to or noncontributing victims of American society." Those African-Americans shown on television as successes are usually athletes who lead lives far beyond the means of African-American or European American lives. The typical center of the African-American community is not visible to the public through media coverage.

Media coverage of African-Americans is clearly incorrect. Unfortunately this distorted view creates continued tension and polarized attitudes, and leads to lack of understanding between whites and disempowerment and unreal self-concept among African-Americans. Just as "fact" manipulate the truth, the true facts can be used to destroy stereotypes. This book seeks to provide ways that the African-American community can find valuable information, write letters to the editor, put in calls to the local television station, and be more informed.

Sociology /Violence/Psychology

Children in danger. (1992). Many authors. Jossey-Bass Publishers.

This book received considerable acclaim when it was published because of its characterization of many urban communities as "war zones" and the psychological effect they have on children. Authors make a comparison between these communities and those in so-called Third World countries, e.g. Beruit, Mozambique and Cambodia, which have had long histories of violence. Although there is some truth to this analogy, the authors fail to explore the reasons why such communities exist in a nation (America) that has so much wealth and portends to be a leader of the free world. --Useni Eugene Perkins.

Literature (criticism of)

Chinweizu, Jemie Onwuchekwa and Inechukqu Madubuike. (1983). Towards the decolonization of African literature (Vol. I). Washington, D.C.: Howard University Press.

These three continental African scholars have written a book that challenges the European critique of African literature. It is their assumption that when African literature is criticized from an European worldview then it cannot be criticized favorably because each culture has different standards and to allow a hegemonic critique is problematic.

The authors contend that not only has European critique failed in analyzing African literature but that it does not even understand it. Feelings, ideas, facts and thoughts are left out of translations either directly or indirectly resulting in a flat, one-dimensional piece without cultural significance that makes it uniquely African. They critique the Eurocentric process as it is applied to African literature and they seek to reclaim their texts by *re*analyzing from an African-centered worldview. They attempt to give back the African voice, legitimize their literature, present it on their own terms, and empower their people.

Publishing Group.

(from the chapter) [the authors] consider the trend of adolescent violence, briefly review psychological theories on violence, and explore the possible relationship between child-rearing practices and violent behavior. Two examples of intervention strategies aimed at reducing adolescent violence will be presented . . . research on violent youth; current perspectives on parenting; the importance of time; poisonous pedagogy.

Health/Psychology (development)

Cintas, H. M. (1988). Cross-cultural variation in infant motor development. Physical & Occupational Therapy in Pediatrics, 8 (4), 1-20.

Presents specific culturally related examples of motor developmental variation and discusses the possible relationship of infant care practices, environmental stresses, and selective factors on early motor behavior. In some cases, variation from North American infant care practices is striking, as is the motor precocity described in some African infants. Findings of comparative studies of Caucasian infants and infants of presumed African heritage reared in North America are presented and the developmental reserve (delay) seen in American Indian infants and infants of Oriental heritage is discussed. Evidence suggests that the sequence and timing of motor development in infants and young children are not universal. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Psychology (identity)

Clark, K. B., & Clark, M. P. (1940). Skin color as a factor in racial identification of Negro pre-school children. Journal of Social Psychology, S.P.S.S.I. Bulletin, II, 159-169.

This is the historical and controversial study in which pre-school children were evaluated on their racial identification and self-concept based on whether they chose a white or black doll. The assumption was that wanting to play with a white doll confirmed white identification. This study is often replicated and written about. It is important to know and understand the implications and misconceptions in this study.

History/Sociology (family)

Clarke, J. H. (1975). The black family in historical perspective. Journal of Afro-American Issues, 3 (3-4), 336-356.

Dr. John Henrik Clarke takes the reader on a stimulating journey through the history of the African Man: origin, religion, society and family structure. Dr. Clarke paints a vivid picture of African to African-American history through the eyes of the motherland to present day African Americans. This article is an extension of the quo. This chapter is a clear indictment of bureaucrats, federal employees, and private sector personnel who benefit from the maintenance of the status quo within the ghetto.

Chapter 8 - Clark provides an historical analysis of movements that have attempted to effect some kind of change within the ghetto. The author provides his own alternative strategies for empowering the ghetto population so that change may be generated from within as well as without. Clark concludes by examining the place of the ghetto in the larger schema of American society.

Chapter 9 - Clark concludes this study by examining the ways in which the seemingly dichotomous black and white communities in America are in fact interdependent. The author argues that ultimately none are free if any are exploited, excluded or denigrated.

Sociology (family)

Clark, R. (1983). Family life and school achievement: Why poor black children succeed or fail. Chicago: The University of Chicago Press.

Clark purports that it is the quality of family life, not the composition or status of the family, that determines children's preparation for successful academic performance. This was a qualitative study based on empirical research in which the participant observers spent time in the homes of ten families of school-age children to observe the daily dynamics of the children's home-life activities and interactions. This study is substantially unique to African Americans teaching and learning and contributes to the enhancement of teaching and learning. Other research studies have concluded that family composition or socioeconomic status determines outcomes and behaviors of students. This study contends that, in fact, this is not the case. Clark emphasizes the role that beliefs, activities, communications and cultural experiences have on the development of children and their success in school and that past studies tend to focus only on surface and status characteristics and not form and substance.

Sociology/History/Spirituality

Clement, B. (1927). The church school as a social factor in Negro life. The Journal of Negro History, 12, 5-12.

This article surveys the sixty-five colleges funded by black churches. An emphasis is placed upon developing race pride among students attending these schools. According to the author, the church funded college did a much better job of teaching African and African American history than did black colleges financed by the government. --Oba T'Shaka.

Method./Learning styles

Coballes-Vega, C. (1992). Considerations in teaching culturally diverse children. ERIC Digest. ERIC

Cockburn comments that Americans saw more violence being exercised on one of its citizens then than at any moment during the Gulf War (1991). Although the four men were indicted, Police Chief Daryl Gates claimed that he and his officers were acting according to orders.

In April of 1988, Operation Hammer was started in the war against drugs. It was noted as a method to keep the "have nots" in their place.

The Los Angeles Labor Market has seen a 50% decrease in employment for young black males since the early 1970s, along with the decline in social programs due to politicians representing the upper classes.

The newspaper had reported shortly after the Gulf War that about 30 percent of the U.S. troops were black. When compared to the fact that African Americans make up about 14 percent of the U.S. population, they had possibly joined the service in an effort to escape from the "economic trap."

This piece raises the question of police officers singling out African Americans, as well as the need for more employment to lessen the need for black Americans to turn to crime. The influence of politics was revealed..

Sociology/Racism/ Methodology (reading)

Cohen, Elizabeth G., & Deslonde, James. Status Equalization Project. Stanford University School of Education. ERIC Doc. ED3478956, 1994.

The Status Equalization Project was a two-year study of racially integrated classrooms which tested treatments designed to produce "equal status interaction" between differing academic and social status.

The main treatment, Multiple Ability Curriculum (MAC) and Expectation Training (ET) were used to: 1) prevent dominance by the students with high academic standing; 2) foster the development of higher expectations for intellectual competence on the part of poorer readers; and 3) to change the stereotypes held by different racial groups concerning each other's intelligence.

The findings showed statistical evidence that: 1) differences in reading skills have become the basis for expectations of competence over a wide range of tasks; 2) with or without treatment, minority students who are not perceived as good readers but are socially influential are seen as competent by peers; 3) minority students who were not seen as good readers nor socially influential were helped by MAC and ET; and 4) where black students were considered socially influential, a natural treatment took place which contributed to the boost of all black low readers to the task.

Psychology(testing)

Cohen, R. (1969). Conceptual styles, culture conflict, and nonverbal tests of intelligence. American Anthropologist, 71.

Cohen attempts to identify the "generic" requirements of (measured) intelligence and (indicators of) achievement. The article focuses upon three such

Skills) administered at the end of 1st grade, the value of these formal tests to predict later academic achievement was limited.

Psychology (development)/Health (substance abuse)

Coles, C. D., Smith, I. E., Falek, A. (1987). Prenatal alcohol exposure and infant behavior: Immediate effects and implications for later development. Advances in Alcohol & Substance Abuse, 6 (4), 87-104.

Investigated incidence and persistence of central nervous system (CNS)-related behavioral alterations in 3 groups of infants born to low socioeconomic status (SES) Black women: (1) 55 who never drank during pregnancy; (2) 26 who drank an average of 12.20 ounces of absolute alcohol/week throughout pregnancy; and (3) 22 who drank an equivalent amount but stopped by the 2nd trimester. The neonates were examined at 3 days; those exposed to alcohol were less optimal in neurobehavioral responses. Infants whose mothers continued to drink were significantly lower on orientation toward auditory and visual stimuli, motor performance, and autonomic regulation than nonexposed infants. Reassessment at 6 mo of 60 infants indicated that differences in orientation, motor performance, reflexive behavior and autonomic control were predictive of mental and motor performance. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Health (substance abuse)/ Psychology (development)

Coles, C. D., Brown, R. T., Smith, I. E., Platzman, K. A., and others. (1991, Jul.-Aug.). Effects of prenatal alcohol exposure at school age: I. Physical and cognitive development. Neurotoxicology & Teratology, 13 (4), 357-367.

Followed-up 68 predominantly Black, low socioeconomic status (SES), mother-child dyads to examine the effects of maternal drinking on children's developmental outcomes. Children, first evaluated as neonates, were aged 5 yrs 3 mo to 8 yrs 9 mo at follow-up. Physical and cognitive outcomes of children of women who drank throughout pregnancy were compared with outcomes of children of mothers who (1) stopped drinking in the 2nd trimester after educational intervention but resumed postpartum or (2) did not drink during pregnancy and drank little postnatally. Alcohol exposure throughout pregnancy was correlated with persistent physical differences and identifiable deficits in sequential memory processes and specific academic skills. However, even when alcohol use was limited to the 1st part of pregnancy, significant deficits in academic skills and growth parameters were measurable. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

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Psychology/Special Education

Coles, G. (1987). The learning mystique: A critical look at "learning disabilities". New York: Pantheon Books.

Gerald Coles, a professor of clinical psychiatry at the Robert Wood Johnson Medical School, evaluates America's educational system. Concerning himself mostly with children who have been stigmatized as being "learning disabled," Coles maintains that many times educational psychologists mislabel these children because they either do not take in account the student's background or underestimate the student's social disposition. Coles argues fervently in ten chapters that the educational system has depressed the natural intelligence of children who, many times, come from either dysfunctional families or parents that do not interact with their children. ". . . school failure cannot be separated from the learning environment and must be seen [and treated] as the product of interaction between social and family relationships, individual behavior, and different kinds of neurological functions [not dysfunctions]." In this argument, Coles develops his premise in a chapter entitled "Families, Children, and Learning: An Overview of the Theory of Interactivity." In other chapters, Coles' examines how students are evaluated as being "learning disabled" and argues against this very system because it is unfair and inconclusive.

Psychology/ Sociology

Coles, R. (1964). Children of crisis. Boston: Little Brown.

This book provides a discussion pertaining to the social and political changes that children must confront. Alienation and discrimination are conditions that it highlights. It places emphasis on how children respond to these changes which he considers stressful at times. He argues that in order to fully understand how children cope with stress, children must be listened to determine what they are feeling. Also, children must be visually evaluated for a lengthy period of time.

children to be strong, self-assured and competent adults. They make it unequivocally clear that although there exists universal properties for raising all children, different rearing strategies for properly raising Black children are needed to counteract the pervasive racism in America. The book uses a question and answer format to allow the authors to focus on concerns and issues they feel are most relevant for raising Black children. In doing so, they address a myriad of issues ranging from drug and alcohol abuse, teen pregnancy, prostitution to homosexuality. To their credit, the authors respond to these difficult and complex issues with clarity and candor. Each chapter covers a stage in the human development cycle so the reader can see both continuity and progression as children are growing up. In chapter six particular emphasis is placed on the school because of the important role this institution plays in the development of children. More importantly, this book is an excellent reference and should be used as an invaluable resource to legislators and advocates of child care policies. --Useni Eugene Perkins.

Psychology (development)

Comer, J. P. (1989, Spring). Child development and education. Annual Charles H. Thompson Lecture-Colloquium, School of Education, Howard University (1988, Washington, DC). Journal of Negro Education, 58 (2), 125-139.

Discusses child development at home and at school and its relationship to academic learning. It is posited that changes in US society in the 20th century, including lessening of interaction with authority figures in society (e.g., ministers, teachers) and the rapid application of science and technology to every aspect of the, have made education difficult for children to obtain, especially Blacks, Hispanics, and Native Americans. The development of programs to make schools more efficient, effective, and child-oriented by changing their organization and management is discussed. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Psychology

Conner, M. K. (1995). What is cool? Understanding Black men in America. Crown Publishers, Inc.

In many ways What is Cool? recapitulates the concepts that are articulated in Cool Pose. It also traces "coolness" to African origins and elaborates on why it has become an indispensable coping strategy for most Black men. What differentiates What is Cool? from Cool Pose is that it is written by a Black woman. This distinction is important to note because it also affirms the attitudes and perceptions some Black women have about Black men.

Curriculum

Conyers, J. L. Jr. (1995). Introduction to Africology. The Evolution of African American Studies, 1-35. Lanhan, Maryland: University Press of America, Inc.

institutions prepare students for success.

The authors show "how even the student underlife, the "invisible curriculum' of drugs and rebellion, becomes a part of the preparation of power, as shared rule-breaking teaches the value of group loyalty." Last, the authors describe how prep schools "ultimately fulfill their promise, with counselors whose carefully cultivated contacts guarantee every student a 'suitable' college placement and a secure transition from classroom to the boardroom." There are three chapters in this book: "The World of Boarding Schools," "The Prep Rite of Passage," and "The World"; some of the matters addressed in these chapters are "The Chosen Ones," "The Iron Hand in the Velvet Glove: Trustees, Heads, and Charisma," and "The Vital Link: Prep Schools and Higher Education."

Sociology (family)

Corsaro, W. A., Rosier, K. B. (1992). Documenting productive-reproductive processes in children's lives: Transition narratives of a black family living in poverty. In W. A. Corsaro, & P. J. Miller (Eds.), Interpretive approaches to children's socialization. New directions for child development, No. 58: The Jossey-Bass education series (p. 67-91). San Francisco, CA: Jossey-Bass Inc.

(from the book) presents an interpretive model of socialization that extends national views of individual development as linear progression through a series of increasingly complex stages to one in which individual development is seen as embedded in children's collective weaving of their places in the "webs of significance" that constitute their culture... the model is Illustrated through the presentation of "transition narratives" of a black mother and her daughter (aged 5 years at start of study) drawn from a longitudinal ethnographic study of nine families living in poverty.

Curriculum

Cortada, R. L. (1974). A rationale for academic reform. Black studies: An urban and comparative curriculum. Ed. Lawrence A. Fink and Raymond Ducharme. Lexington, 37-49. Massachusetts: Xerox College Publishing.

Cortada states that urban public schools didn't have changes in power structures or modes of operation or curricula to serve black and Puerto Rican majorities. Education remained geared to white working class learners.

Cortada describes that curriculum reform should equip students to deal with current demands for living and in the future. Positive self-concepts, basic and advanced skills, cognitive and critical re search, and problem solving skills were his key features for curriculum development.

Cortada states that urban students should be trained, especially to confront, analyze, and solve forces and features destroying their environments. African Americans need a curricula to help them survive as black people. Cortada continues that a positive antiracist curricula are a part of the white educational experience also.

factors nor the school that the students attended were related to student reports of aggression and fighting. However, a family factor, namely poverty, and school were associated with school suspension for fighting.

This article raises the issue for administrators as to why impoverished students are suspended more than other students. Again, economic status plays a role in the education or miseducation of children.

Curriculum

Council of Independent Black Institutions. (1990). Positive Afrikan images for children. Red Sea Press, Inc.

A long-time advocate for an African Centered education, the Council of Independent Black Institutions has developed a practical curriculum that can be used to enhance the self-esteem of Black children and increase their knowledge and awareness of African and African American history and culture. The curriculum is divided into three sections, preschool, primary school and middle school, each with its respective age levels for instruction. However, this curriculum should not be mistaken for a comprehensive document but can serve as a meaningful blueprint to help in the development of one. --Useni Eugene Perkins.

Literature (fiction)

Courlander, H. The Crest and The Hide.

Harold Courlander is a well-known authority on African oral literature whose earlier collections have set a high standard in the fields of folklore. Courlander's stories dramatize human and supernatural conflicts, strengthen village bonds and reinforces the values by which the African people live.

Curriculum (Music)/ History

Craddock-Willis, A. (1992). Rap music and the black musical tradition: A critical assessment. Radical America, 23 (4), p29.

Craddock-Willis suggest that rap's forebears stretch back through disco, street funk, radio Dj's, Bo Diddley, The bebop singers, Cab Calloway, Pigmeat Markham, the tap dancers and comics, The Last Poets, Gil Scott-Heron, Muhammad Ali, acapella and doo-wop groups, ring games, skip-rope rhymes, prison and army songs, toasts, signifying and the dozens, all the way to the griots of Nigeria and the Gambia (Craddock-Willis, 1992). However, he continues by saying, "that no matter how far it penetrates into the twilight maze of Japanese video games and cool European electronics, its roots are still the deepest in all contemporary Afro-American music" (Craddock-Willis, 1992). Furthermore, according to Craddock-Willis, to understand the contemporary contradictions in black rap music, one must understand the

Psychology (identity)

Cross, W. E., Jr. (1978). The Thomas and Cross models of psychological nigrescence: A review. Journal of Black Psychology, 5.

William Cross describes two models which outline the various stages of psychological development for African-Americans. These stages included, but were not limited to 1) pre-encounter stage--the period prior to any shocking or disturbing racial incident in the individual's everyday life; 2) encounter--the moment at which the individual is confronted with an obvious racial incident that challenges his/her previous understanding of race and race issues; 3) re-evaluation--the period during which the individual must decide how the encounter will affect his/her perspective on society and his/her interaction within society based upon adjustments made in response to the racial encounter; 4) immersion--the period during which the individual becomes completely immersed within the reality that has been created due to the encounter--the individual will either return to his/her pre-encounter attitudinal stage or become immersed in his/her new-found racial consciousness and identity; and 5) synthesis--the period during which the individual holistically brings together the new post-encounter and pre-encounter consciousness that has been gained and allows this to become his/her reality and realization of self and racial consciousness. In his analysis, Cross focuses upon African-Americans during the Black Power Movement (the late 1960s and early 1970s) and examines adult identity transformation with the context of a social movement. The focus upon this period was motivated by need to establish the applicability of the models to a confined historical period in which racial identity and consciousness were both easily observable and taking place on a wide and diverse scale. Cross uses empirical data to more clearly define psychological nigrescence (the process of becoming black). The empirical data is the "control" in Cross' attempt to test the applicability and viability of these two psychological development models.

Sociology (family)/Psychology

Cummings, S. (1977). Family socialization and fatalism among black adolescents. The Journal of Negro Education, 46 (1), 62-75.

Individuals with a weak sense of fate control may be fatalistic and pessimistic about their chances for success in life, and pattern their achievement orientations and behaviors accordingly (page 63).

The purpose of this study was to measure fate control among 241 African-American students. Twelve different components of family socialization were also included to determine their relationship, if any, to this notion of fatalism. The twelve components that were measured are:

1. parental permissiveness
2. occupational prestige
3. educational attainment aspirations
4. achievement aspirations

Africa"; chapter seven, "Egypt under Roman domination"; and concluding with, among some few other essays, "Southern Africa: Hunters and Food Gathers." Currey, along with other contributors, provides the reader evidence that ancient Egyptians were black and the high technical development of society.

Sociology/ Psychology

Daly, A., Jennings, J., Beckett, J. O., and Leashore, B. R. (1995). Effective coping strategies of African Americans. Social Work 40(2), 240-248.

This article identified studies that have investigated the Afrocentric orientation to coping and problem-solving. Some questions discussed were: What are the coping strategies that have helped African Americans survive and achieve against all odds? Are these strategies related to cultural patterns and characteristics that survived from cultural practices in Africa? As noted in the article, Nobles, Ak'bar, Baldwin, and Asante are among the scholars who have identified an Afrocentric approach and they contribute information on traditional African cultural patterns. Contributors on coping strategies at the individual level are Billngsley, Clark, Frazier, Grier, Hacker, and Gary. They review the pressures that African Americans face about race and racial origin.

Linguistics

Danby, Evelyn. Black language.

Literature

Dangarembga, T. (1988). Nervous conditions. Seattle, Washington: The Seal Press.

"The condition of native is a nervous condition."--from Frantz Fanon's The Wretched of the Earth.

This story is set in pre-independent Rhodesia, now Zimbabwe. It is the examination of a young girl who lived in a world where the males were privileged and the females marginalized. The story seems to be about a young girl growing up in a man's world. The deeper meaning is how does one become a woman, whole, complete, and self-actualized in a male-dominated society. Unlike other African writers who promote the idea that African women held a prominent place in society, Dangaremba joins the other African women writers who deplore oppression of women and refuse to present an idyllic view of African society and male and female roles.

Through the characters in this book, the author shows how gender and the purposes of colonialism are intertwined. The gender issues in this novel actually represent the perpetuation of the dominant cultures' attitudes and behavior.

Dangarembga's novel presents issues that warrant further exploration. Colonialism and its use of race, gender, and class to perpetuate its ends, is poignantly presented. These systems of oppression are interlocked, interconnected, and highly interactive.

Psychology/ Sociology (family)

Daniel, J. H., Hampton, R. L., & Newberger, E. H. (1983, Oct.). Child abuse and accidents in black families: A controlled comparative study. American Journal of Orthopsychiatry, 53 (4), 645-653.

Evaluated families of child abuse and accident victims in a study of 418 families (94 black families) with children up to 4 yrs of age. Children were matched on a 1-to-1 basis with a control according to race, SES [socio-economic status], and age. Findings indicate that black families who abuse their children appear to suffer from poverty, social isolation, and stressful relationships with and among kin. Maternal depression and poor mobility were noted more frequently in black families whose children's injuries were seen as having been accidental, yet they had many strengths in comparison to the families whose children were diagnosed as abused. The accident-abuse comparison suggests that although a family's ability to protect a child from an environmental hazard may be enhanced by the association of a mother's sense of well-being and connection to kin and community, the crushing burdens associated with child abuse seem qualitatively and quantitatively to erode the family's parental competency. For the black families, the contexts of child abuse appear to be those of severe economic adversity, the absence of someone to turn to for help, a death in the family, a history of having suffered serious personal violence, and a child who may be delayed in social and cognitive development. Socioeconomic factors that play a significant role in imposing undue stress on many families are identified, and implications for prevention and for practice are offered.

Methodology/Schools

Dantley, M. E. (1992). The ineffectiveness of effective schools leadership: An analysis of the effective schools movement from a critical perspective. The Journal of Negro Education.

Dantley presents an analysis of the effective schools movement from a critical perspective. Dantley suggests that traditional research on educational administration and organizational development have catalogued skills, behaviors, and preferences which purportedly characterized effective leadership (Dantley 1992). However, Dantley maintains that critical leadership of effective urban poor schools accepts a far more expansive perspective of schooling and that has emphasized a pedagogical approach that encourages dialogue, problem-posing teaching, and a critical intimacy with the curriculum; nevertheless, Dantley states that it perceives schools as arenas of struggle and preparation for societal reconstruction (Dantley 1992).

Sociology (family)

Darling, C., & Littlejohn-Blake, S. Understanding the strength of African-American families.

The authors, Sheila Littlejohn-Blake and Carol A. Darling, provide a rationale for moving away from the traditional method of studying black families. The authors point out that with the traditional method, the focus is on the pathological rather than the strong family. Littlejohn-Blake and Darling argue that this strengths approach will provide therapists with insights as to how best to solve many of the problems that families incur. There is also an examination of the conceptual approaches to studying black families and the research methodologies most often used. Littlejohn-Blake and Darling conclude the article by recommending alternative approaches for further study of black families.

Psychology

Dasen, P. R. (1988). Developpement psychologique et activates quotidiennes chez des enfants africains. (Psychological development and daily activities among African children.). Enfance, 41 (3-4), 3-23. Language: French.

Studies the psychological and behavioral development of African children in natural situations. Human subjects: 54 male and female Kikuyu children and adolescents (aged 5-16 yrs). 47 male and female Baoule schoolage children (aged 8-9 yrs). Subjects were observed at play or at work using the spot observation method. Types of work and play activities and sex and age differences in work and play activities were examined. (English abstract) (PsycINFO Database Copyright 1990 American Psychological Assn. all rights reserved).

Media

Dates, J., & Barlow, W. (Eds.). (1990). Split images: African Americans in the mass media. Washington D.C.: Howard University Press.

This book is a series of essays that address the African-American presence in all types of media. The music, film, radio, television, print and broadcast news, and advertising industries are covered in great depth and detail. The authors argue that the "double self" that W. E. B. DuBois presented and described in The Souls of Black Folk, is the inverse of the "split image," which they say has "characterized Africa-American representations in the mass media throughout the twentieth century." Each of the nine essays, and including the Introduction and Conclusion, are thoroughly researched and contain detailed individual bibliographies.

Much of the work elaborates on Sterling Brown's The Negro in American Fiction, where he pioneered a study between differences between the fictional representations of African Americans by white authors and African-American authors. Mr. Brown identified reoccurring caricatures like *the tragic mulatto, the contented slave, the brute Negro, the comic Negro and the wretched freeman* that reinforce negative stereotypes of African Americans. As the individual authors address the type of media that each is expert in, these caricatures are seen throughout.

The depth of historical facts provide historical continuity as the reader learns details. This provides the reader with the predecessor to what is being viewed in the media today; for example, a comic character named "Sambo" who was introduced in the play, "The Divorce" in 1781, and the comic buffoonery that is common in contemporary popular culture in the form of the t.v. shows, "The Fresh Prince of Bel-Air" and "Martin."

No essay stands alone, as the reader is shown the way the industries are connected. The historical background provides insight to the indignities that African American encountered (and still encounter) "on the road to stardom," and for the most part, even after they get there.

There is a photographic bibliography that contains images of old performers as well as contemporary personalities.

The authors hail African Americans who provide a "Black voice," like Oprah Winfrey and Spike Lee and even introduce Dr. Henry Louis Gates' stereotype called *the noble Negro*, who was popularized by Bill Cosby in the role of Cliff Huxtable in his series, "The Cosby Show."

The authors admit that their "study" has only raised issues and explanations and that only future respect for a multicultural society will lead to a fair representation in the mass media.

Literature/ Sociology/ Psychology (identity/ development)

David, J. (Ed.). (1968). Growing up black. New York: Simon and Schuster.

Jay David has put together nineteen excerpts of complete works by prominent African Americans about their childhood experiences. The book is in three sections: "I. Growing up Black," "II. The Nineteenth Century: A Time of Upheaval," "III. The Twentieth Century: The Bitter Legacy." He points out that these nineteen authors were not chosen because of their prominence, but rather because of their ability to look back at their childhood and recall the moment that they recognized the ramifications of being African American, and all that it implied.

All of the selections are previously printed works, none was written specifically for this book, yet all are riveting and mesmerizing as the authors draw the reader in and make them yearn to read the complete texts.

David has suggested that his book "bridge the gap" between white and African American relations; however, it is almost impossible to understand how the authors could even attempt this after reading their accounts of the treatment that they suffered at the hands of whites. It is a testament to their humanity and character that these authors, during the times that they lived in, could reach out to the white community at all. David had hoped that this book would cause the white community to do the same.

Psychology (development)/ Sociology

Davis, A., & Dollard, J. (1940). Children of bondage: The personality development of Negro youth in the urban south. New York: Harper and Row.

Davis, who was the former director of Social Studies at Dillard University, and Dollard, who, among many other prominent positions, was an assistant professor of Anthropology at Yale University, set out to examine blacks' "personality development from a combined psychological and cultural point of view, and analyzes in detail the life experiences of individuals born into a special status." In short, the authors endeavor to show what it means to be born black.

This book is an attempt to "recreate the personalities and to describe the socialization of eight Negro adolescents in the Deep South of this country." Further the authors investigated what effect the American caste system has on the personality development of such lower-caste blacks. What degree, the authors ask, "of character torsion does systematic oppression exert upon human personality?".

Literature (essays on)

Davis, C. (1989). Black is the color of the cosmos: Essays on Afro-American literature & culture, 1942-1981. Washington, D.C.: Howard University Press.

Published posthumously (and completed only two months before the author's death), this seminal work on black literature takes a philosophical and traditional critic's approach. It includes essays written by the author between 1942 and 1981. Charles Davis' personal history is quite interesting in that his ancestors played a pivotal role in the development of Hampton Institute. However, Davis pursued his degrees of higher education at Dartmouth, University of Chicago and New York University. As a scholar of American literature, his first years in the field were spent studying and analyzing the works of Edgar Allen Poe, Walt Whitman and the like. It wasn't until the Harlem Renaissance era (at which time he was working on a degree himself) that he became extremely interested in pursuing the study of black literature.

Beginning with slave narratives, he was most intrigued with the objections of the enslaved Africans to the "pretension and hypocrisy" of a cruel and inhumane people that claim they are Christians. His essays continue with an in-depth examination of writers and their themes: including Paul Laurence Dunbar, W.E.B. DuBois, Booker T. Washington and those in the Harlem Renaissance.

One entire section of the book includes essays on Richard Wright, Ralph Ellison and James Baldwin. Davis contends that Ellison's Invisible Man remains the classic black fictional text. Davis' insight into the meaning of Wright's Native Son is insightful indeed. He states, "Wright provided a new definition for blackness...Blackness was no longer a set of stereotypes connected with the old plantation, nor was it the primary self with roots in Africa, the South, or the West Indies, which the Harlem Renaissance had discovered; blackness was the disturbing, complicated, ambiguous creation of contemporary civilization."

One of his essays lays out the undeniable connection that the emergence of black power has to black arts. There is also a very interesting essay that discusses the nature of black leadership as a cultural phenomenon. His most prevalent theme throughout all of the essays was the examination of self in relationship to society. For black people. that phenomena has an even more complex meaning than for those considered to be a part of the mainstream of American society. However, Davis stands firm behind the notion that the black artists' experience fits into the themes of the American experience as a whole. He states that "we should view the emergence of black consciousness and the black arts with sympathy, understanding and hope: with a range of favorable sentiments that we need not - indeed, should not - reserve for Black power . . .Once again, in American literary history, Adam rises, 'early in the morning,' with limbs quivering with fire. This time, true, Adam is black. But the cultural situation of the artist remains unchanged."

Sociology (family)

Davis, L. G. (1990). Trends in themes of African American family research, 1939-1989: A synopsis. The Wester Journal of Black Studies, 14 (4), 191-195.

This is a brief synopsis of the types of research that have been done with regards to the African-American family, and research that is in the process of being done.

Lenwood G. Davis lists the names of scholars throughout his paper, and he briefly addresses their areas of study and their opinions concerning a particular trend's effects on the African-American family.

Davis mostly lists trends of the late 1960s, 1970s and early 1980s, like single parent households and the lack of positive male role models in the home. Prior to these decades he lists the effects of the enslavement of Africans as a trend and one of the trends that he lists that has yet to be reviewed is the effect of AIDS.

The article's bibliography leads the reader to more detailed, more specific trends that they may want to research further.

Psychology

Dawes, A. & Donald, D. (1994). Understanding the psychological consequences of adversity. In A. Dawes & D. Donald (Eds.), Childhood & adversity: Psychological perspectives from South African research (pp. 1-27). Claremont, South Africa: David Philip Publishers.

(from the chapter) outline the material and ideological context of childhood adversity in South Africa; discuss the way in which epistemological frameworks shape our knowledge of the psychological consequences of adversity; note key structural features of South African society which contribute to the hardships experienced by most of the nation's children . . . discuss reasons for the relative lack of psychological research on disadvantaged children in this context; point to the importance of the ecocultural context and the child's active engagement in the developmental challenges presented by adverse environments.

(from the cover) This book addresses the nature and psychological consequences of adversity as experienced by the majority of South African children. In so doing it explores alternative frameworks for studying and understanding these consequences as well as ways in which research and intervention may be advanced in South Africa. Included are theoretical and research perspectives on a range of important issues.... This text will be of particular relevance to all those concerned with child development, whether in the social sciences, medicine or education.

Psychology/Violence

Dawes, A. (1994). The emotional impact of political violence. In A. Dawes & D. Donald (Eds.). Childhood & adversity: Psychological perspectives from South African research (pp. 177-199). Claremont, South Africa: David Philip Publishers.

(from the chapter) discusses research and theorization on the emotional consequences of political violence for children; principal findings . . . have been formulated within the psychiatric and biopsychosocial stress paradigms and have to a lesser extent drawn on psychoanalytic thinking; these contributions will be discussed, after which social constructivist formulations . . . will be considered.

Psychology/Violence

Dawes, A. (1994). The effects of political violence on socio-moral reasoning and conduct. In A. Dawes & D. Donald (Eds.). Childhood & adversity: Psychological perspectives from South African research (pp. 200-219). Claremont, South Africa: David Philip Publishers.

(from the chapter) ask whether the violent behavior observed by young people in political conflict situations will be internalized as normal, and whether this will then lead to the use of such behavior in other social situations to satisfy personal or group needs and goals; assess the research evidence as it pertains to South Africa.

Psychology/Sociology

Dawsey, D. (1996). Living to tell about it: Young black men in America speak their piece. Anchor Books.

In some respect, Living to Tell About It is similar to Uprisings, Crips and Bloods because both books use commentaries from young Black males to articulate their stories. However, Living To Tell About It does not confine its commentators to gang members but represents a broader and more diverse scenario of young Black men in America. In this insightful book, Darrel Dawsey, a journalist, has travelled across America to record the voices of young Black men who are surviving in spite of the tremendous odds that keep them from entering mainstream America. The stories they tell cover a myriad of subjects generally associated with the plight of young Black men, e.g. crime, drugs, unemployment, violence, etc. But their stories are not told in a patronizing or pretentious manner. These men have no reservations about sharing with us the harsh realities that they encounter daily being Black in America. Although they come from various backgrounds there is a common concern that we can extrapolate from their comments. The role that religion has had in their lives is discussed with ambivalence and concern. Many embrace the Islamic faith because they believe that Christianity is the religion of whites and has betrayed them. I note this distinction because I believe that many young Black males are seeking spirituality but are confused in their search to become true believers. --Useni Eugene Perkins.

Psychology/sociology (family)

Dean, A. L., Malik, M. M.; Richards, W., & Stringer, S. A. (1986, Sept.) Effects of parental maltreatment on children's conceptions of interpersonal relationships. Developmental Psychology, 22 (5), 617-626.

39 maltreated and 60 nonmaltreated black 6- 14 yr olds from lower income families told stories about kind or unkind initiatives from child to child, adult to child, or child to adult and then told what the recipient would do next. In contrast to their nonmaltreated counterparts, maltreated 6-8 yr olds told more stories in which children reciprocated the kind acts of adults and fewer stories in which adults or peers reciprocated the kind acts of children. Maltreated Subjects of all ages justified their parents' unkind acts on the basis of their own bad behavior. Developmental trends in story content and story context measures differed for maltreated boys and girls; boys showed less development toward mature interpersonal peer relations. Findings suggest that the modes of adaptation used by abused and neglected children may be cognitively and emotionally similar.

Philosophy (Essay)/General

Delany, M. R. (1968). The condition, elevation and destiny of the colored people of the United States. New York: Arno Press. (Originally published 1855).

This book was written with the distinct purpose of educating African-American people to their condition in the United States as compared to other "nations within nations" throughout the world and how to change it.

Martin Delany feels that no oppressed people suffered worse than African-Americans and questioned a country and its citizens that would deny its native born natural as well as political rights.

The book is split roughly into three parts. The first part describes the condition of African-American people and thoughts about the United States and its treatment of its citizens. The second part is devoted to general achievements of African Americans like their heroic involvement in The Revolutionary War. Professional, farming and educational achievements are covered as well. The third part looks at possible destinations where African Americans can migrate to and away from the oppressive constraints of white supremacy.

Delany refers to the process of emigrating to the Republic of Liberia as a "scheme" that was concocted by racists with the support of white (and some African-American) abolitionists. He presents the reader with a contradictory agenda of the proponents of this task and he ponders the historical background of Liberia in order to give fair consideration to this particular destination. He concludes that neither Liberia nor Canada is the desired destination for African Americans and he suggests that South America be considered. Mr. Delany's suggestion of emigration shows that he saw the condition of African Americans as so bad that to leave would be in their best interest.

This book was written with the sole purpose of providing African Americans with knowledge and an opinion concerning their future so they could make choices that were in their best interest. There were many African Americans during this time who felt that they deserved to benefit from the success of the United States and other African Americans like Mr. Delany who realized that assimilation would only include a small percentage. Success for the entire race would have to result in physically leaving the system that was so rooted in preserving white supremacy. Mr. Delany felt that it would be impossible to dismantle institutionalized racism when white America so clearly benefited from it. He offers an option that he felt would have "freed" African Americans from their oppressors and provides a foundation for contemporary thinkers (and doers) to expand on.

Psychology

Deregowski, J. B., & Bentley, A. M. (1987, Feb.). Seeing the impossible and building the likely. British Journal of Psychology, 78 (1), 91-97.

31 Kxoe Bushmen boys of South West Africa (aged 7-17 yrs) completed a simple construction task that measured their ability to build models of a geometric figure and a copying task that assessed the difficulties encountered when looking at impossible figures. Subjects were classified into 4 groups: 3-dimensional (3D) responders and integrators, 3D responders and nonintegrators, 2-dimensional (2D) responders and integrators, and 2D responders and nonintegrators. Results support the hypothesis that 3D integrators take longer to copy the impossible figure than 3D nonintegrators; there were no significant differences between the 2D groups. (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

History

DeGraft-Johnson, J. C. (1986). African glory. Baltimore, MD.

DeGraft-Johnson provides a history of "Negro" or "Negroid" civilization. This text also serves as a guide in tracing the origin of "Negroid" of African people and their first real and solid advances toward a higher standard of civilization. Although ruminants of Negro or Negroid people have been found in several parts of the World (including Europe), Africa is noted as the homeland.

Media

Dell, Jones. (1983). The black holocaust and the mass media. Delaware State University.

Jones says that the media intentionally promotes death in the news, videos and movies. We watch movies with death themes for entertainment. The result is that African-Americans develop an appetite for death cultivated by mass media.

Jones continues that since African Americans are not paying attention, they are self-destructing. He feels African Americans need to analyze the images they are ingesting and realize how these negative images affect the community and our children. He ultimately feels that white supremacy inhibits the African American from making a critical analysis of these media images. The school curriculum is especially guilty for not promoting critical analysis in classroom instruction.

This reference is important to the class because the comments outline how a curriculum based on African history can diffuse the negative images and violent behavior demonstrated by our youth. Mr. Jones suggests that the curriculum emphasize the history and accomplishment of African, not Eurocentric history. He contends that this change will alleviate many problems of self-identity, and the glorification of violence in the African-American child's mind. He concludes that children must learn to analyze the images presented in the media, and measure the images against their own rich history, the truth.

Methodology

Delpit, L. D. (1988). The silenced dialogue: Power of pedagogy in educating other peoples' children. Harvard Educational Review, 58 (3), 280-297.

Delpit debates the process-oriented versus the skill-oriented writing instruction as the starting off point to examine what she terms as the "culture of power" that exist in society in general and in the educational environment in particular.

Delpit analyzes five complex rules of power that explicitly and implicitly influence the educational needs of black and poor students. She contends that there exist a culture of power and that this culture reflects the practices of those in power and consequently reflects mainstream Anglo European American ideals. She further posits that rules of this culture often go unarticulated. She feels that some students come to school with the rules already understood. They come to school possessing rudiments of expected behaviors and they're in a position to more readily behave accordingly. Other students do not have or have not had access to the rules and are penalized for not knowing.

Delpit feels that the educational dilemma is not just a debate over instructional curriculum, but one of communication across cultures and addressing the issue of power. She concludes that it is important that teachers teach all students the explicit and implicit rules of power and by learning then they can empower themselves in the educational arena.

Power Schools/ Learning Styles

Delpit, L. (1995). Other people's children: Cultural conflict in the classroom. New York: The New Press.

Curriculum/ Method./Power Teaching

Detroit's African-Centered academies disarm skeptics, empower boys. (1994, Feb. 24). Black Issues in Higher Education, 10 (26), 21.

A description of the effectiveness that three Africa-centered academies have on black school children. The article also illustrates problems that these academies confront and have to overcome in order to remain existent.

Racism/Schools/Psychology

Deutsch, M., Katy, I., & Jensen, A. (1968). Social class, race, and psychological development.

This book addresses the causes of academic failure in depressed-area schools. It analyzes theory and research on the developmental aspects of perceptual functions, the role of experience in their formation, and their relation to reading and problem solving skills. Social factors that influence the disadvantaged pupil's will to learn are emphasized in a section titled, "Social and Psychological Perspectives." A common theme is that discrimination tends to create in these victims those very traits of "inferiority" that rationalize its practice. Another is the complexity and multiplicity of factors that influence psychological traits and govern their development.

This volume provides a useful assessment of current research and provides a framework for continued research on how to provide equal education opportunities for students from all backgrounds.

Sociology/Racism

Devarjes, C. (19--). Landmark study confirms widespread job bias: All things being equal, white males are still preferred. Black Issues on Higher Education, 8 (7), 144.

An argument based on empirical evidence that African Americans are disproportionately discriminated against in the labor markets of Chicago and Washington, D.C. is presented here. Discrimination was cited in both urban and suburban areas. African Americans were frequently discriminated against when applying for position that involved extensive customer contact or entry level white collar positions. The Urban Institute conducted this scientific study.

Philosophy/Politics/General
Dewey, J. (1916). Democracy and Education. New York: The Macmillan Company.

In this book, Democracy and Education, Dewey discusses ideas that he felt are implied in a democratic society which would result in these ideas being applied to the problems of education. The discussion includes an indication of the constructive aims and methods of public education and a critical constructive aims and methods of public education and a critical estimate of the theories of knowing and moral development which were formulated in earlier conditions, but which still operate in societies nominally democratic to hamper the adequate realization of the democratic ideal. Some of the issues addressed in this book include education as a necessity of life, education as a social function, education as a direction, and education as growth (Dewey, 1916).

The author makes reference to the fact that the most notable distinction between living and inanimate things is that the living maintain themselves by renewal. The example used by the author illustrates how when a stone is hit, it resists. According to the author if its resistance is greater that the force of the blow struck, it will remain unchanged. Otherwise it will be shattered into many small pieces. The author maintains that as long as it endures, it struggles to use surrounding energies in its own behalf. Unlike the inanimate object (the stone), the living thing may be crushed by superior force, but it tries to turn the energies which act upon it into means of its own further existence. If it cannot do so, then it loses its identity as a living thing, in other words death.

The author further suggests that continuity of the life process is not dependent upon the prolongation of the existence of any one individual. He asserts that as some species die out, forms better suited to utilize the obstacles against which they struggled come into being.

In the author's discussion of the aims in education, he places emphasis on the nature of an aim, when he states that the aim of education is to enable individuals to continue their education--or that the object and reward of learning is continued capacity for growth. Even with this definition, the author suggests that this does not apply to all members of a society. Moreover, the author maintains that in our search for aims in education, we as a society are not concerned with finding an end outside of the educative process to which education is subordinate. He suggests that we as a society are rather concerned with the contrast which exists when aims belong within the process in which they operate and when they are setup from without (Dewey, 1916).

Literature (criticism)

Diakew, J. (1988). Children's literature: Springboard to understanding the developing world. A curriculum guide intended for grades three to eight. Canada, Toronto: United Nations Children's Fund.

This work promotes the value of a literature based curriculum. The guide presents lesson guidelines and activities that help children to gain a greater global awareness of the world. The various sections cover a plethora of topics including African folktales, global interdependence, and a study of the customs and traditions of other countries whose population is predominately non-European.

Every section provides a thorough outline with objectives, approaches to the lesson, and other resources, as well as activities for specific children's literature. The children's literature section presents seven works and describes ten strategies for the students to take to help understand the literature. An excellent resource for infusing relevant subject matter into the curriculum and providing an appreciation and understanding for other cultures and their way of life.

Sociology (family)

Dickson, L. (1993). The future of marriage and family in Black America. Journal of Black Studies, 23 (4), 472-291.

The focus of this article is to outline some of the previous theoretical- and research-based literature regarding the nature of black marriage, and to delineate some of the contributing forces surrounding the evolution of current perspective in this area. Specifically the authors ask, "Why are Black Americans having a more difficult time establishing and maintaining relationships?" The evidence supporting this question include higher divorce and lower remarriage rates, lower marriage rates and the separation between childbearing and marriage (i.e. more female-headed households).

Several causes for the above trends are offered. Economics have resulted in the increase in the black underclass, and less occupational security and opportunity for blacks. Much previous research supports the link between male joblessness and likelihood of being considered a viable partner. Cultural value shifts emphasizing individualism, and self-interest and achievement, and representative of Anglo notions have occurred, resulting in higher expectations of mates. Demographically, a number of factors (imprisonment and early death, for example) have resulted in a higher female to male ratio in black communities. Also, some social policies (AFDC) reinforce the establishment of female-headed independent households.

Socialization message emphasizing the proficiency of female coping in parenting and self-support often contradict the male socialization messages to adopt the "cool pose," i.e., preserve one's dignity by being emotionless and fearless, as well as expressing bitterness and distrust toward the larger society. Males that adopt the "cool pose" may be exhibiting behavior that makes it difficult to form and maintain relationships.

Much literature focuses on the negative stereotypes black men and women have of each other. Mothers may give obvious or subtle messages that black men are "no good," or abusive. Men may feel anger at the perceived and accurate notion that black women have more opportunities.

The authors suggest that movement in a different direction must occur if the future of black family is to avoid an increase of poverty-based survival. One possibility is the development of "role reversal." Black men may become more complementary to independent black women by exchanging nurture, supportiveness, and child care for economic support. This may already be evolving, despite the lack of social support. Other potential influences are the development of a national child care policy and increased contraception methods and utilization to help slow the trend of children in poverty. This article gives a good overview of the numerous influences on the state of marriage in black communities.

Crime/Sociology

DiIulio, J. J. (1990, Fall). The question of black crime. The Public Interest, pp. 3 - 32.

In this article the question of political response in the murders of poverty stricken black children versus white children was addressed. The statistics provided show that in 1992, the violent crime victimization for blacks was the highest ever recorded.

The National Commission of the Causes and Prevention of Violence in 1969 proved that the violent crimes are committed mainly by and against the young, poor male inhabitants of the ghetto slum. Much data was provided supporting the fact that the incidence of crime was the highest in poverty stricken areas.

The National Academy of Science concluded that the difference between black versus white levels of imprisonment are greatly due to discrimination in the criminal justice system. The U.S. Office of Juvenile Justice and Delinquency Prevention affirmed that there was substantial evidence in support of the existence of racial discrimination.

One of the for the black crime gap is that they are too poor to move and must live in these dangerous areas. Millions of dollars are spent in how to alleviate the problems versus providing those at risk with dead-bolt locks and security. Finally the expenses of securing poverty stricken neighborhoods are too great for the community to handle.

Ways listed to combat the problems of crime were: providing more cops, keeping violent offenders behind bars, providing programs for "at risk" youth, and more education.

This article provided the data to support the research related to the incidence of crime and its effects on the poverty stricken population. The point that changes need to be developed was made, in order to dismiss the ineffective strategies that presently exist.

Linguistics/ Curriculum (reading)
Dillard, J. L. (1972). Black English. New York: Random House. pp. 265-295.

Black English, being the language that about 80 percent of the African Americans speak, is a fully viable language. However, seeing that it differs from the Standard English used in most school systems, it has posed a major handicap to the education of black children. The misunderstanding of grammatical patterns often lead to the conclusion that there is no grammar.

The mainstream of American education emphasizes "precision." Whereas, the African-American tradition has a definite informal educational tradition. As observed in jazz and other improvisational music, the musicians do not play the music "straight" or exactly the same way each time. These differences pose a problem for the African-American child learning to read. They must learn to master reading by converting the marks on the page into the sounds of language.

As a result, many children become discouraged because they can not read well enough. Many of them drop out of school. Evidence has shown that African-American children learn languages best at play. This is why television may not be a good aid in teaching Standard English. The activities must be ones in which the children can engage.

This reference stressed the need for teachers to be familiar with the African-American culture and traditions so as to understand the grammatical practices and therefore be better able to provide positive educational experiences. It supported the understanding of differences in linguistics in order to incorporate the African-American child's background into their education.

Linguistics
Dillard, J. L. (1972). Black English: Its history and usage in the United States. New York: Vintage Books.

Dillard writes an important book which points out the dynamics of African-American language. One of the dynamics of African-American language, as Dillard points out, is, for instance, how the syntax of Black English differs from American English. Dillard suggests that the African-American language is a cumulation of African speech patterns as well as dialectic American English. Dillard postulates that Black English is not the inability of African-Americans to understand the English American language but essentially characterizes and reports the distinctiveness of the idiom. Dillard suggests that Black English in not substandard English but argues that it is colorful, and more importantly, intelligent and consistent within a particular environment language. The book is often used by students of dialectic language and history.

History/ Philosophy

Diop, C. A. (1989). The cultural unity of Black Africa: The domains of matriarchy & of patriarch in classical antiquity. Chicago: Third World Press.

This text is just one of Diop's many classic masterpieces. Diop perpetuates the idea of an independent African federation or a multi-national African state. Diop reclaims Afrocentric history by applying both an holist account and structural analysis of a myth in order to expose the ideas behind events. In seven succeeding chapters, Diop furnishes a knowledge of African sociology and provides material conditions in order to explain all the cultural traits common to African, from family life as a nation, touching on the ideological superstructures, the successes and failures and technical regression. In Chapter I, Diop introduces a concise statement of the theories of J. J. Bachofen, Morgan, and F. Engles (relating to matriarchy) which is considered a general stage in human evolution. In Chapter II, Diop provides historical research which introduces his theory that instead of a universal transition from matriarchy to patriarchy, humanity has from the beginning been divided into two geographically distinct "cradles," one of which was favorable to the flourishing of matriarchy and the other to that of patriarchy, and that these two systems encountered one another and even disputed with each other as different human societies, that in certain places they were superimposed on each other or even existed side by side. Furthermore, Diop states that one could begin to clarify one of the obscure points in the history of antiquity. Chapter III provides Diop's methodology of using historical facts, which is applied in choosing the three cradles (Southern Cradle, Northern Cradle and Zone of Confluence), whose nature is such as to prove that a particular cradle is indeed characteristic of such and of itself. Chapter IV thoroughly explores the cradle of Africa and its matriarchy. Furthermore, this chapter also provides an outstanding account of Amazonism, the reign of Queen Hatshepsout, Ptolemy, and the various matriarch in history. In Chapter V, Diop provides a comparative study of the Meridional and Northern cultural structures and suggests that their realization can be generalized and extended to domains other than that of the family. In Chapter VI Diop provides the questions, "Is the comparison between Black Africa of today and ancient Egypt historically accurate?". Diop furnishes historical data which renders concise answers to his question. Chapter VII analyzes the accuracy of a certain number of facts introduced by the vocabulary and the languages of the person studies within his text.

History/ Philosophy

Diop, C. A. (1974). The African origin of civilization. Chicago: Lawrence Hill Books.

Cheikh Anta Diop presents proof that civilization was "Negro," contrary to what European anthropologists and others argue. He defends his findings from anthropological, ethnological, linguistic, historical and cultural foundations. He gives convincing arguments and evidence that support his idea that Egyptians were "Negro."

Though Diop provides evidence of the "blackness" of Egypt, European scientists provide claims to the contrary. Many of their so-called scientific studies were ludicrous in their attempt to discredit Diop's findings. For the African American who is doubtful or confused about their origins, or wants more facts and knowledge about the past, this book is insightful. This is a fascinating and informative book.

Anthropology

Diop, C. A. (1991). Civilization or barbarism: An authentic anthropology. Brooklyn, N.Y.: Lawrence Hill Books.

Literature/Method (art)/ Curriculum

DiSiena, J. (1991). Selecting stories for multicultural art lessons (Kindergarten - 2nd Grade Emphasis). ED342711, ERIC.

Storytelling is a relevant teaching tool and can be used effectively in a culturally pluralistic curriculum. Select stories that are cultural representative of the classroom, and match these stories to the various lesson objectives. The stories should also meet the criteria of providing a certain amount of cultural information, be appropriate to the current lesson, and be interesting to the children.

This publication discusses specifically how culturally appropriate stories can be used in art education as a basis for mask-making, drawing, toy-making, kite-making, origami, painting, puppets, patterned quilts, and art history.

Examples of stories include *Lord of the Dance* by Veronique Tadjo. This story explains the use of masks in African ceremonies. What is most important about the aspect of verbal and visual storytelling is that children have the opportunity to express their own feelings about the world they see.

Health / Psychology (development)

Dixon, S. D., LeVine, R. A., Brazelton, T. B. (1982, Oct.). Malnutrition: A closer look at the problem in an East African village. Developmental Medicine & Child Neurology, 24 (5), 670-685.

Assessments were made of 20 severely malnourished children under 3 years of age in a relatively prosperous village in East Africa. These included medical, perinatal, social, economic, and behavioral developmental histories, as well as physical and developmental evaluations. Findings are presented in relation to data from a longitudinal study of child development from this same site and from large nutrition surveys of the same area. The specific historical factors and behavioral profiles found to occur with high frequency among the malnourished children are discussed. They suggest a common etiology with other disorders of attachment--child abuse, nonorganic failure to thrive, and the "vulnerable child" syndrome. These commonalities are explored, and possible mechanisms in the emergence of bonding failure are considered.

Power Schools/Teaching

Dixon, L. (1994). Future in our hands institution building for supplementary education: A discourse on the W.E.B. Du Bois Learning Center. Kansas City, Missouri: W.E.B. Du Bois Learning Center Press.

This is a seminal work by one of the two founders of the Du Bois Learning Center, the model supplementary school in the United States. This book describes the Learning Center's history and curriculum. It provides a model for how to organize and operate a quality supplementary school program. --Oba T'Shaka.

Psychology/ Sociology

Dodge, K. A., Price, J. M., Coie, J. D., Christopoulos, C. (1990, Jul-Oct.). On the development of aggressive dyadic relationships in boys' peer groups. Human Development, 33 (4-5), 260-270.

Examines the role of dyadic peer relationships in children's aggression. The importance of dyadic relationships in antisocial development is highlighted. Data are presented from a recent observational study (K. A. Dodge et al; 1987) of relationship formation in 774 6- and 8-yr-old Black boys' peer groups. Of the 5,263 aggressive behaviors observed, a high proportion (50%) occurred in just 20% of dyads. Dyads were classified as (1) mutually aggressive (MAG); (2) asymmetric (ASM); (3) low-conflict; (4) unstable; or (5) low-interaction. Angry reactive aggressive behavior was most likely to occur in high-conflict dyads, and proactive bullying behavior in ASM dyads. MAG dyads liked each other the least. Boys who were socially rejected in their classrooms were more likely to develop MAG dyadic relationships. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Psychology (development)

Donald, D., Swart-Kruger, J. (1994, Dec.). The South African street child: Developmental implications. South African Journal of Psychology, 24 (4), 169-174.

Focuses on the psychological and developmental implications of the street child phenomenon in South Africa. Current research on street children presents a paradox, with evidence of developmental risk and vulnerability on the one hand and of resourcefulness, adaptability, and coping on the other. This paradoxical evidence is reviewed from the perspective of physical, emotional, social, and cognitive/educational development. The issue of what defines developmental vulnerability or resilience in more specific terms is identified as a research necessity if more focused intervention priorities are to be determined. (Afrikaans abstract) (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Psychology (development)

Dorai, M. (1990, Jun.). Niveau de developpement intellectual, categorization et production de stereotypeds ethniques chez des enfants de 8 a 10 ans. (Level of intellectual development, categorization, and production of ethnic stereotypes) Cahiers Internationaux de Psychologie Sociale, (6), 47-59. Language: French.

Studied interactions among intellectual development, ethnic categorization, and the production of ethnic stereotypes in school-age children. Human Subjects: 40 normal French school-age children (aged 8-10 yrs). Each Subject was presented with 2 photos of Black boys and 2 photos of White boys and asked to evaluate each boy, using 2 lists of adjectives related to moral, intellectual, social, and affective dimensions of personality. The degrees of similarity and difference in the adjectives applied to the White boys and the Black boys were determined, and results were analyzed in relation to Subjects' levels of cognitive development (i.e., above average vs below average). (English abstract) (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Anthropology/ Sociology (family)

Dore, M. M., & Dumois, A. O. (1990). Cultural differences in the meaning of adolescent pregnancy. Families in Society, 71 (2), 93-101.

This article examines cultural differences in attitudes regarding teenage pregnancy. The group of 134 adolescents were given a self-image inventory to complete. The group ranged in age from 11-20 years and were either pregnant, parenting or at risk for pregnancy. Subjects were Black or Hispanic. Results of the study showed Black adolescents more willing to share their problems, planned to resume their education and received more family support for this than did the Hispanic subjects. Family played an important role for both cultures but role definitions, functioning and expectations were different.

Until recently all pregnant adolescents were considered as one group in the medical field. This research acknowledges cultural difference and will be valuable in dealing with an increasing phenomena. specific cultural needs will be better met with this kind of research.

Linguistics/ Psychology

Doss, R.C. & Gross, A.M. The effects of Black English and code-switching on intraracial perceptions. Journal of Black Psychology, 20 (3) 282-293, 1994.

According to Doss and Gross, the purpose of this study was "to examine the effect of vernacular BE [Black English] on intraracial perceptions. African-American subjects (130) listened to an audiotape of an African-American male who either code switched, spoke in BE, or spoke in SE [Standard English]. Subject then rated the speaker on a number of personality characteristics (p. 284). It was hypothesized that subjects would rate the CS model more favorably than the BE or SE model. This hypothesis was not substantiated. Instead, the results of this study indicated:

(1) the SE model was rated more likable than the BE or CS models,
(2) no significant different was shown in ratings of BE and CS speakers;
(3) male subject tended to rate models as more likable than female subjects;
(4) informants expressed a greater desire to work with the SE model than either the BE or CS models.

One possible explanation for the rejection of the hypothesis could be that subject preferences may actually reflect a rejection of BE stereotypes rather than BE vernacular per se.

Curriculum/Method. (math/ African-centered)/ Power schools

Dougals, P. (1981, October 4). Private schools: By and for blacks: L.A. students use college arithmetic text in third grade. The Atlanta Journal and Constitution, p. 28-A.

This article is about the Marcus Garvey Elementary school in Los Angeles, California. It is an African-centered school that was founded in 1975 by Dr. Anyim Palmer. Dr. Palmer was in the American (Western) school system for fourteen years and found that the Western educational process, on all levels, did not intend to actually educate African-American children. He established his school in order for it to become "a model for others to emulate."

According to Western levels of progress, the children at the Marcus Garvey school are far more advanced than children who are in the mainstream educational system and who are grades above them. The school is not fed off of a university, the teachers are not paid high salaries, and the supplies are public school hand-me-downs, but the students thrive and the parents are supportive.

This and other independent African-centered schools attempt to right the wrong that the American public (and in most cases private, too) school system has done. The system was intended to education African Americans for subservient roles in this society and schools like the Garvey school center the curriculum on African and people of African descent.

They do not follow what would be considered traditional practices, and the students sit in a circle which is all inclusive and collapses distinct roles such as "student" and "teacher." The students thrive because they are considered marginal participants in the process and they use college texts because progress is measured in terms of knowledge and not grade or age.

Projects like this show the benefit of African-centered education and recognize the need for not only elementary schools, but high schools and secondary institutions as well as professional schools. The Marcus Garvey school discredits the assumption that a Western education is beneficial to all people no matter who they are. It shows that African-American children learn and thrive in institutions that are African centered.

Schools/Power Schools/Racism

Dove, N. E. (1994). The emergence of black supplementary schools as forms of resistance to racism in the United Kingdom. In M. Shujaa (Ed.), Too much schooling, too little education: A paradox of black life in white societies. (pp 342-359). Trenton, NJ: African World Press.

Dove analyzes the development of supplementary schooling for black children in the United Kingdom as symbolic of African resistance to Western ideology and White supremacy. Students and parents were surveyed on their perceptions of whether black-run supplementary schools differed from the mainstream state-run schools. The children expressed positive feelings of support for supplementary schools; and the parents preferred the supplementary schools for a variety of reasons--for example, so that their children could have more opportunities to gain further cultural learning, learn more black history, and have exposure to positive African images. The author discusses the black parent's objection to the stratified British educational establishment as indicative of their acute awareness of education's role in achieving black self-development and self-determination.

Psychology/Racism

Doyle, A. B.; Aboud, F. E. (1995, Apr.). A longitudinal study of White children's racial prejudice as a social-cognitive development. Merrill-Palmer Quarterly, 41 (2), 209-228.

Examined longitudinal changes between ages 6 and 9 yrs in White children's prejudice toward Blacks and Native Indians. The Preschool Racial Attitude Measure 11 (PRAM 11) and a multiple-response racial attitude measure (MRA) assessed 56 Subjects in kindergarten and 40 Subjects in 3rd grade. 47 of the kindergarten Subjects were retested in the 3rd grade. In both samples, older Subjects were less prejudiced on the PRAM H than younger Subjects, most of whom were prejudiced. On the favorable-White and unfavorable-Black evaluations did not decline with age, but unfavorable-White and favorable-Black evaluations increased. These decreases in prejudice were associated developmentally with the perception that different races are more similar, that people of the same race are more different, and that racially different perspectives are both acceptable. Perception of within-race similarity was associated positively with individual differences in prejudice at each age. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

History/ Anthropology

Drake, St. Clair. (1897). Black folk here and there: An essay in history and anthropology. Volume I Los Angeles: Center for Afro-American Studies, University of California..

In St. Clair Drake's Black Folk Here and There, Drake deals with the black experience before white racism emerged as a dogma to support a system of institutionalized practices designed to justify the transatlantic African slave trade and Western Hemisphere slave system, which was later developed to reinforce colonial imperialism in Africa, Asia, and Oceania. Drake suggests that one of the aims of this book is to give the reader an initial acquaintance with some relevant and potentially interesting published data that are not widely known and sometimes not readily accessible. He also states that his main purposes is to integrate familiar data into new patterns of relevance. Furthermore, his focus is narrowed so as to concentrate on the black experience, with full awareness, of course, that social class, nationality, ethnicity, tribal affiliation, and/or religion orientation all make the experience different from person to person. Nevertheless, Drake conceptualizes slavery, skin-color prejudice, and racism as three quite distinct phenomena, each of which had existed separately from the other prior to the period of the great European overseas explorations in which, he states, they became intertwined and mutually interdependent in the African diaspora of the Western Hemisphere. Moreover, Drakes provides empirical evidence which supports the view that prejudice and discrimination based upon skin-color existed for several centuries before the beginning of European overseas expansion but were not accompanied by any systematic doctrines of racial inferiority and superiority, that is, "racism" as he defines it for the purposes of his study. Chapters 1 and 2 presents a distinction drawn between generalized skin-color prejudice and prejudice against negroes and negroidness. Chapter 3 deals with the correcting of numerous errors that operate to obscure the role of the Negro people in the development of Egyptian civilization. Chapter 4 presents data on relation between black and white people int the Mediterranean world and the Middle East prior to the rise of Islam in the seventh century A.D. Chapter 5 provides confirmed data which give the status of black people throughout the area in which Christianity had been dominant for five centuries but was replaced to a large extent by Islam, a new religion. Chapter 6 contrast the black experience in European Christendom between the eight and fifteenth centuries with that in the Muslim world during the same period.

Health/Psychology

Dressler, W. W. (1991). Social support, lifestyles incongruity, and arterial blood pressure in a southern black community. Psychosomatic Medical. Vol. 53, 153-164.

Dressler's study presents the stress-buffering hypothesis which has been most widely investigated in studies of mental health. Dressler states that those individuals experiencing a stress event or circumstance will be less affected or unaffected by that event/circumstance if they have social support and those lacking social support, ultimately, will be strongly affected by the events or circumstances. Nevertheless, as Dressler surveys the model of social support, he examines the links between psychosocial and biological factors. Dressler examines the social supports of lower socioeconomic status African Americans in the black community which revealed that the extended family is source of social support and a buffer against stressful events and circumstances. Dressler suggest that social support is associated with African-American family-function and socialization and that the lower nuclear family that some whites consider as disorganized is nothing more than the diversity of family types that represents social adaptation to conditions of economic marginality and that researchers mistakenly make assessments without considering these identities. Furthermore, Dressler suggests that lifestyles incongruity is a measure of the degree to which an individual's lifestyle exceeds his or her socioeconomic status (occupations combined with education).

Science/Curriculum (science)

Drew, C. R. (1956). Negro scholars in scientific research. The Journal of Negro History, 35, 135-149.

The pioneering Dr. Drew surveys the creative work of blacks in science.--Oba T'Shaka.

History

Drimmer, M. (1987). Issues in black history: Reflections and commentaries on the black historical experience. Dubuque: Kendall/Hunt.

Drimmer begins his first chapter with the redundant question, "Why Black History?" He then uses the pointed ideas of Du Bois on the importance of African antiquity to show that black history [specifically, in this case, African-American history] is an important component in the truthful telling of all American history. Drimmer articulated in the book quite clearly the issues black Americans have faced from the outset of chattel enslavement. In some short essays, Drimmer provides the reader with a small picture of some of the matters which African Americans either have affected or were affected by. For instance, some essays point out: "Black Rebellion in Brazil," "Historiography of Slavery and Black Rebellion," "How Racism Came to America," "Blacks and The New Deal," "Teaching Black History: What Are the Problems"? and last, thoughts on the "Persistence of American Racism." There are many other issues that Drimmer writes about in the book; for instance, the relationship between blacks and Jews. Drimmer presents his research as well as others in a form which students of high school and college can understand definitely. This is so because the book is written like a textbook making all issues and terms easy to grasp.

General (Miscellaneous)/Philosophy

DuBois, W. E. B. (1990). The souls of black folk. New York: Vintage Books/ The Library of America (orig. Published. Chicago: A.C. McClurg and Co., 1903).

Dr. DuBois contends that all the problems that America will face during the twentieth century will be of racial significance. He looks at the process of viewing/judging oneself through the eyes of their oppressor and the constant conflict between being an African American [double consciousness].

He gives detailed histories of significant institutions that are important in the African-American community such as The Freedmen's Bureau, African-American educational systems and the church. He also provides a look into the "soul" of everyday African Americans who are trying to survive behind "the veil" (under the oppressive system of institutionalized racism). Dr. DuBois clearly illustrates African-American life and life lessons.

Some essays are more personal and poetic, while others are preachy and dense. In most of the essays, "regular" people are trying to eke out a living, and he supports his argument of white racial treatment of African Americans and their reaction to it. He feels that it is the responsibility of the "higher class" of Africa Americans to excel and then to reach back and pull up the others.

Dr. DuBois' assumptions are based on his life and the everyday happenings of African people with whom he has come into contact, providing vivid evidence to support these assumptions.

Each individual essay is coherent and connected with the other through the belief that "the problem of the twentieth century is the problem of the colorline."

He does not provide new ideas in obtaining power, but he does introduce a new concept in singling out a small percentage of the African-American population (The Talented Tenth) who will obtain educational success, and decide what is in the best interests of the whole. The problem with this imposed hierarchy is not the paradigm in itself, but the belief that all African Americans will benefit and want the same (inclusive) solutions.

Dr. DuBois is hailed as a great African-American leader not only because of his vast contributions for the benefit of the race, but also because he sought out ways to better the life conditions of African Americans.

Literature (autobiography)

DuBois, W. E. B. (1968). Dusk of dawn. New York: Schoken Books (orig. Published, Harcourt-Brace, 1940).

At seventy-two years of age, Dr. DuBois published his autobiography, though he would go on to live another twenty-three productive years.

The book details his life and all of the accomplishments that he had since childhood. He reveals not much more in terms of "life behind the Veil" (as introduced in The Souls of Black Folk), but retrospectively he unravels the reasons behind his actions, and the regrets that he had in terms of trusting people and organizations.

This text clearly shows why Dr. DuBois is celebrated to the extent that he is in the academy. He gives an accurate picture of his dedication and his achievements that actually define the term "scholar." Contemporary Social Scientists, his metaphoric grandchildren, look to DuBois because even though he did not actually create the discipline, his work (The Philadelphia Negro) would define it and set the standard.

Like all autobiographical works, the author reinvents himself, and leaves out characteristic developments that he may not deem important, but that would essentially shed light on certain types of behavior.

Had he not lived to be ninety-five (he passed away on the eve of the Civil Rights March on Washington, D.C.), this would be acceptable as a thorough document of DuBois' life. As it is, the book covers the years that he became the first African-American Ph.D. graduate from Harvard University, attended the University of Berlin, edited and created numerous journals and magazines, reported for newspapers, wrote nine books and one pageant, started organizations that sought to help the African American, and married twice and had two children.

In his own words, Dr. DuBois has written the history of his life that contemporary scholars aspire to. He produced great work and set the standard for all who call themselves scholars.

Sociology/ Racism

Duke, L. (1991, January 9). Whites' racial stereotypes persist: Most retain negative beliefs about minorities, survey finds. The Washington Post, p. A-1.

This is a survey that was conducted between February and April, 1990. 1,372 respondents took part (over 1,000 of them were white Americans). The questions were presented in contrast to white behavior (e.g., "Were minority [sic] people more likely than white people to: live off of welfare, be less patriotic, become lazy, are more violence prone, etc.").

The white respondents overwhelmingly chose, in higher percentages, negative attributes to African Americans, Latin Americans, Asians, while rating Jews higher than themselves. Lynne Duke explains that these negative stereotypes, which still persist, are what has lead to the affirmative action backlash and that these feelings are deeply rooted in the culture of this society.

Tony W. Smith, of the Opinion Research Center at the University of

Chicago, suggests that a way to remedy this negative viewpoint is by more interaction of racial groups, more education for whites with a focus on minority role models.

This newspaper article is effective in recognizing the problems that this society has, based on its racial discriminatory past; however its remedy is akin to a Band-Aid for a bullet wound.

Not until Mr. Smith and others realize that the institutional racism and the practice of white supremacy is the root of the racial problems can white American even begin addressing their attitudes. One of the reasons why people tend to offer universal "fix all" cures for the racial problems and discrimination in this country is that they recognize that for white America to become aware of the contributions of African Americans, Asians and other groups would be to lessen their own role and to reveal the farce that white supremacy is.

Psychology (self-esteem)/Feminism & gender issues

Dukes, R. L., Martinez, R. (1994). The impact of gender on self-esteem among adolescents. Adolescence, 29 (13), 105-115.

This study investigated the effects of gender on the self-esteem of adolescents. The sample population was 18,612 students in Colorado Springs, Colorado. A later second sampling group came from Denver and was of lower socioeconomic status. The Rosenberg Self-Esteem Scale and a three item index designed by the researchers were used as assessment measures. Results of the minorities studied indicated that black and Hispanic males had the highest levels of global self-esteem and Asian and Native American females had the lowest. All females, except blacks, had lower levels of both global and public domain self-esteem than did the males.

Economics/ Psychology(development)

Duncan, G.J., Brooks-Gunn, J., Klebanov, P. K. (1994, April). Economic deprivation and early childhood development. Special Issue: Children and poverty. Child Development, 65 (2),296-318.

Investigated (1) how developmental outcomes in childhood are affected by poverty and poverty correlates, (2) the developmental consequences of the duration and timing of family economic deprivation, and (3) the comparative influence of economic deprivation at the family and neighborhood level. Longitudinal data from the Infant Health and Development Program on 895 low birth weight premature infants were analyzed. Family income and poverty status were found to be powerful correlates of the cognitive development and behavior of children. Maternal depression and coping also mediated children's behavior problems. IQS at age 5 yrs were higher in neighborhoods with greater concentrations of affluent neighbors.

Sociology/Schools

Duncan, G. J. (1994, Nov.). Families and neighbors as sources of disadvantage in the schooling decisions of White and Black adolescents. American Journal of Education, 103 (1), 20-53.

Estimated the effects of neighborhood and family characteristics on completed schooling using data from 3,439 adolescents (aged 1S 16 yrs) in a longitudinal national survey. Affluent neighbors conferred benefits on white male subjects and on both white and black female subjects, even after family-level factors had been controlled for. Affluent neighbors appeared to benefit black male subjects only if those neighbors were black. The racial composition of neighborhoods appeared to affect black but not white Subjects. Family-level characteristics, such as maternal education and family income, were consistently important across all race and sex subgroups.

Literature (criticism)

Dundes, A. (1973). Motherwit from the laughing barrel. Englewood Cliffs, N. J. : Prentice-Hill, 1973.

Dundes organizes his text roughly as follows: The selections are divided into eight sections. The first, "Folk and Lore," concerns the attitudes, positive and negative, toward American Negro folklore. Dundes raises crucial questions which concern the relationship between folklore and a sense of group identity. The second section samples the longstanding and ongoing debate about the origins of American Negro folklore. The third section deals with folk speech with special references to traditional names and slang. In the fourth section, there is a consideration in some detail of many of the most important forms of traditional word play, e.g., of "signifying" and "playing the dozens." The fifth section treats customs and belief, and the sixth section attempts to examine the incredibly rich area of American Negro folk song. The seventh section investigates narrative forms which include folktales, legends, and memoirs. The eighth and final section is devoted to analyses of traditional humor.

Sociology(family)

Dunn, C.W., Tucker, C. M. (1993). Black children's adaptive functioning and maladaptive behavior associated with quality of family support. Journal of Multicultural Counseling and Development, 21 (2), 79-87.

The purpose of this research was to study the differences in low-income black children's adaptive functioning and maladaptive behavior as evidenced by the quality of their family support, father's presence or absence, gender, and grade level as perceived by the children's caregivers. Questions were directed toward

107 primary caregivers of the children (54 second graders and 53 eighth graders). The children were enrolled in the Mt. Olive Education Center Project in a low-income area of Gainesville, Florida. The investigators examined a dimension of family climate called "quality of family support" (QFS) which includes three components: cohesion, expressiveness, and conflict. Three instruments were administered to each caregiver: the Vineland Adaptive Behavior Scales (VABS), the Family Relationship Index (FRI), and a short interview questionnaire to find out the caregiver's annual household income and determine if the father figure lived in the home. A father figure was present in only 46% of the homes. A MANCOVA showed that the quality of family support and father figure's presence had a significant positive effect on the children's adaptive functioning. The study found that conflict was the only part of the QFS that was a major predictor of Black children's maladaptive behaviors. This suggests that counseling sessions should deal with intervention techniques for family conflict. Expressiveness and cohesion were not found to be major predictors of Black children's adaptive functioning or maladaptive behavior. The study further surmised that the presence of a father figure in counseling sessions would be beneficial.

Philosophy

Dunn, R. (1993). The educational philosophies of Washington, Du Bois, and Houston: Laying the foundations for Afrocentrism and multiculturalism. Journal of Negro Education, 62 (1), 24-34.

Dunn speaks on the contributions of these three influential African-American men to the development of educational opportunities for African-Americans:

Booker T. Washington. "The Tuskegee Model" was Washington's educational philosophy, which basically states that African Americans should increase their marketability in the segregated workforce here in America. There were four reasons why Washington took this stance:

1. He believed it to be the next wave of the future.
2. That is what he had been exposed to and had internalized at Hampton Institute.
3. He felt that this was the best area for African-Americans to develop a strong economic base.
4. He felt that this was the only education that whites would allow African-Americans to receive..

Washington also believed in learning by doing.

W.E.B. Du Bois. Du Bois had an educational philosophy which he called the "Talented Tenth." Basically it states that for those 10% of African Americans who attended college, it was their responsibility to return, upon graduation, to the African-American communities and educate the people there.

Du Bois did not advocate a separate and segregated educational system;

however since that is the system that was in place, he urged African-American to make the most of it and strive toward educational excellence.

Charles Hamilton Houston. Houston based his educational philosophy in the interpretation of the law. He developed the model of "social engineering," which is a framework for using the law to bring about social change. Houston always emphasized the responsibility of lawyers to support the "African-American movement for racial justice" (page 31).

Psychology (development)

Dusek, J. B. (1974). Implications of developmental theory for child mental health. American Psychologist, 29 (1), 19-24.

Discusses various aspects of the Joint Commission on Mental Health of Children report of 1970. The theoretical implications of the organismic model of man in the description of psychological development in the child is discussed. Basic research issues are outlined: the cognitive development of black children and the relationship between development in one skill area to that in other areas. The limitations of comparative research strategies, the value of noncomparative strategies, the need for greater community backing for research, and the possibilities for large-scale life-span research are discussed. Implications for the applied research recommended by the commission for child mental health are considered.

Psychology/ Health

du Toit, B. M. (1987). Menarche and sexuality among a sample of Black South African schoolgirls. Social Science & Medicine, 24 (7), 561-571.

Conducted a study involving 166 girls in Grades 6-9 in a primary and a secondary school to examine menarche and sexuality among them. Information dealing with physical maturation, sexual knowledge, and sexual activity was obtained, documenting a relatively uninformed population sample that is becoming increasingly more sexually active. Four studies of the same nature, between 1943 and 1969, were used to derive a comparative picture on age at menarche and aspects of maturation. South Africa's Family Planning Program is described; the knowledge and attitudes of this sample of Black schoolgirls is analyzed against the work done in that program. This includes general knowledge about pregnancy and attitudes regarding birth control methods, and attitudes of these female students as regards sexuality and the woman's control over her own sexuality both outside and inside a marriage relationship are discussed. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Psychology/Linguistics

Dyson, A. H. (1993). From invention to social action in early childhood literacy: A reconceptualization through dialogue about difference. Early Childhood Research Quarterly, 8 (4), 409-425.

What difference should sociocultural difference make in early literacy-theory and practice? In response to this question, it is argued that such differences should lead to a reconceptualization that highlights the social nature and cultural meaning of child literacy development. Drawing on an ethnographic study of child composing in an urban primary school that involved 6 Black kindergartners and 1st graders, the author contrasts dominant assumptions about appropriate developmental practices (i.e., invented spelling, process writing) with children's interpretations of those practices. It is argued that infusing situatedness and culture into the ways in which educators observe and make sense of children's written language should make normal a range of possible pathways to literacy and appropriate a range of ways of teaching. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Linguistics (literacy)

Dyson, A. H. (1991). The roots of literacy development: Play, pictures, and peers. In B. Scales. M. Almy, A. Nicolopoulou, S. Ervin-Tripp (Eds.), Play and the small context of development in early care and education. Early childhood education series (pp 98-116). New York: Teachers College Press.

(from the chapter) to illustrate the roots of literacy in constructive and dramatic play, in this chapter I examine the behaviors of young school children (5- to 8-year-olds) learning to create scenes and dramas in written words; because they are so intensely involved in this learning, the children illustrate well how their earlier experiences as drawers and players provide both resources and tensions for them... specifically, I asked: how do children transform meanings formulated in colorful drawings, often accompanied by lively talk, into the flat, black and white surface of written text; how do they formulate pretend stories about their real experiences; and, most broadly, given a setting in which peer talk and the relationships fostered by such talk are valued, how do children use written stories as part of their social lives; to put these questions in a different way, how do children come to negotiate among multiple space/time worlds when they write: among the differing symbolic worlds of pictures, sounds, and written words; and among the imaginary world (often set in the distant past), their ongoing social worlds, and the wider experienced "real" world... the data upon which the chapter is based came from a longitudinal study in an urban magnet school... (focused on eight students, four kindergartners followed through first grade and four first graders followed through second grade).

Method./Traditional Education

Dzobo, N. K. (1975). Values in indigenous education. In Conflict and Harmony in Education in Tropical Africa, G. Brown & M. Hiskett. London: George Allen & Unwin LTD.

This chapter begins with the observation that Western education and indigenous African education are inherently different. While Western education is theoretically based, indigenous African education is practical preparing the individual for life based on past experiences of the society. In other words, indigenous education grounded in values that have been tried and experiences over time. Since indigenous education is a part of African life and not separated from it, studying the African principles and social values indicates what African young people are taught. This chapter highlights these values as they are taught in the Ewe society. The author seeks to inform teachers of the values of African indigenous education.

Because African values are born out of the human experience, the African's behavior is governed by both the gods and the community. In addition, the individual is always convicted by his or her own conscious. The author lists important principles that are common to the value systems of many African societies.

- Life is the greatest thing in the world
- Man's humanity has an inalienable worth
- The good of the individual is function of the good of the community
- The solidarity of the extend family is supreme
- The universe is friendly, and this implies a belief in a benevolent Creator God

The article discusses each of the above points with reference to the Ewe's.

Values in most indigenous societies are broken down into two categories, survival values and trans-survival values. Survival values refer to the physical body needs and material possessions. Trans-survival values are often referred to as spiritual values. These values are the ones needed to maintain human relationships and to develop maturity as a human and spiritual being.

The main vehicle of education in values are the family, religious and traditional institutions. In fact the total community is an agent in the education that prepares youth for life, and every event and occasion is used as an opportunity to teach. Many of the value lessons are embodied in the folklore and proverbs of the society. Other methods used to educate in values are setting examples for children by observing adult moral behavior, appeals to conscience, the fear of punishment, and appeal to the individual's desire to belong. In indigenous African education, the individual is conditioned not to do anything that would shame his own soul, and the community.

Values taught by these methods--the values of love, honor, courage, truthfulness, obedience, thrift, and self-control-- are becoming less effective in African life because of the rapid social changes and the introduction of formal education taking place in tropical Africa. Theoretical methods have not been as successful as traditional methods in teaching these values. The need then, is to reestablish traditional methods to resolve the conflict values that presently exists in Africa.

Sociology (family)

Ebigbo, P. O. (1993). Situation analysis of child abuse and neglect in Nigeria. Special Edition: Child development in Cameroon. Journal of Psychology in Africa, 1 (5), 159-178.

Presents the first overall situation report on child abuse and neglect in Nigeria, based on a study by the African Network for the Prevention and Protection Against Child Abuse and Neglect in 3 study zones. 564 Subjects participated in the baseline study which examined attitudes and experience of both adults and children, and included a physical enumeration of child street hawkers. 300 primary and junior secondary school students participated in a survey to collect children's perspectives on child abuse. Results of these studies indicated a general awareness of the presence of child abuse and neglect in Nigeria, with response patterns from all study centers sharing similarities. 454 of all subjects said there was a great deal of child abuse and neglect in Nigeria; 428 said they have seen an abused or neglected child. (French abstract) (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Curriculum (art)/Identity/Power Teaching

Ecker, D. W. (1990). Cultural identity, artistic empowerment, and the future of Art in the schools. Design for Arts in Education, 91 (3).

Ecker argues that art - as subject, as instructional tool - is uniquely positioned "as a manifestation of the human spirit," to help students directly relate issues of multi-culturalism to their own lives. While promoting his own particular theories on art education and its future, Ecker criticizes some current policies and program that he describes as uni-cultural and antagonistic.

Power Schools/Teaching

Edmonds, R. R. (1979, October). Effective schools for the urban poor. Educational Leadership, 37, 15-24.

Edmonds gives an overview of the effective schools research and philosophy. He begins by discussing effective schools research conducted by Weber, 1971; Brookover and Lezotte, 1977; and Edmonds and Frederiksen, 1978. Edmonds outlines five characteristics of effective schools: strong administrative leadership, high expectations, a positive school climate, the acquisition of basic skills, and frequent monitoring of student progress. The importance of this article is its significance to politics, oppression, socioeconomic status, values, and environment.

Power Schools/Economics

Edmonds, R. (1979). Effective schools for the urban poor. Education Leadership, 37 (1), 15-23.

Edmonds compiled the findings from several older studies and reported the common consistent key elements from successful schools. These common characteristics are as follows:

1. strong leadership
2. high expectations
3. an orderly and pleasant atmosphere
4. more task oriented
5. constant students monitoring
6. balance between management and teaching skills
7. smaller groups
8. shared goals between principals and teachers
9. quickly discard methods that do not work

Edmonds quickly pointed out that all of these characteristic are under the control of the school.

I feel that these key elements are consistent with the ones that we have discussed in class. Basically I feel that these concepts for effective teaching would be beneficial dealing with **any** student and not just the "urban poor." Unfortunately this article did not even suggest in any way, the importance of culture in successfully teaching children. Again however, the fact that this most important element was not included is in accord with a lot of the articles.

Health (substance abuse)

Education Week. (1992). New research finds damage suffered by 'crack' babies has been overstated. January 29, p. 10.

Studies indicating that children born to cocaine-using mother are forming a permanently damaged "biological underclass" maybe largely a myth, according to a growing number of researchers in the field. Nevertheless, since 70%- of the kids are mainstreamed and doing well in general public schools, the once labeled "lost generation," will not require full fledged special-education services. Moreover, the mass media has painted a much grimmer picture of the situation than was indicated even by earlier studies.

Psychology

Edwards, D. & Bailey, G. (1991, Mar.). Treatment of multiple behavioral problems in a retarded township child: A case study. South African Journal of Psychology, 21 (1), 26-3 1.

Describes the behavioral treatment of a 7-yr-old retarded Black girl who presented with pica, hazardous unsupervised playing with matches, aggressive behavior and prolonged crying, and poor development of self-care and participation in household tasks. Contact with the therapist involved 10 1-hr sessions. The pica was eliminated by discrimination training and a home token economy. Playing with matches was eliminated by satiation and by reward for playing with matches only when supervised. Aggression was treated by social interventions aimed at eliminating provocation and integrating her into family and peer activities. In addition, the mother was trained to model and reward self-care behaviors and performance of household tasks. Follow-up at 8, 12, and 24 mo is reported. (Afrikaans abstract) (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Health

Elinson, J., & Liberatos, P. (1994). Effect of comprehensive pediatric care on the health of poor high-risk Puerto Rican and American Black children in New York City. In G. Lamberty, C. Garcia Coll (Eds.), Puerto Rican women and children: Issues in health, growth, and development Topics in social psychiatry (pp 229-253). New York: Plenum Press.

(from the chapter) the present report is based on data generated by a larger study that was designed to evaluate the impact of a model of comprehensive pediatric care on the health of poor, high-risk children living in areas of the City of New York characterized by the worst health and economic statistical indicators; focus on comparisons of (a total of 601) Puerto Rican and American Black children (over 10 mo of age) participating in the study.

Psychology/ Sociology

Elliott, S. N., Barnard., & Gresham, F. M. (1989, Sep.). Preschoolers' social behavior: Teachers' and parents' assessments. Journal of Psychoeducational Assessment, 7 (3), 223-234.

Explored the use of the Social Skills Rating System (SSRS (F. M. Gresham and S. N. Elliott, in press)) with 129 White, 36 Black, and 14 other preschoolers (I 10 male, 102 female) to test the influence of demographic, family status, and language ability (LA) variables on the frequency and functional importance of prosocial behaviors (PROSOCs) and problem behaviors (PRBs). Teachers' SSRS ratings indicated significantly more PROSOCs among females and significantly more PRBs among boys. Subjects with excellent LA showed more PROSOCs and fewer PRBs than did Subjects with average or poor LA. Differences were also found among families depending on the work status of the parents. Data support the validity of the SSRS and suggest that both teacher and parent input are important in assessment and treatment decisions concerning preschoolers. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Literature (fiction)

Ellison, R. (1952). The invisible man. New York: Random House.

This Invisible Man is a novel about an African-American male in the early 1940's. Throughout the novel the man faces obstacles with his family, peers, educators, bosses, and especially himself. He goes through many changes trying to define himself often at the hands of others, finding himself in the background and then in the forefront of an almost communist-like group. He searches for himself and his identity within the society controlled by an oppressive society.

Literature

Emecheta, B. (1974). Second class citizen. New York: George Braziller

This is the story of a Nigerian woman who demonstrates resourcefulness and strength as she overcomes the repressive domination of females in her society. Though there was a strong traditional prohibition against education for females, she was able to obtain a basic education and later followed her then student husband to London.

It was in London that the progenitor encounters the clash of cultures that destroyed her marriage, and almost destroyed her. They found it difficult to conform to the Western standard and encountered racism and cultural differences that made dealing with everyday challenges extremely difficult. Attributes that the husband never demonstrated while they were in Africa, manifested in mistreatment and abuse in London.

It is an authentic story that speaks to the rights of women in African societies and their struggle for change. Colonialism and racism are fed by a continual race, gender, and class oppression intertwined and inseparable. Emcheta, in her poignant novel tells the story through her female experience but the larger theme is clear. Africans and those of African descent must not be distracted by the conflicts caused by the larger society. The battle is not with each other but with the oppressive structures and systems that are designed to escalate African male and female conflicts. Western influence and interference has aggravated a situation that African society would be capable of correcting on its own.

Method/Curriculum

England, J. T. (1992). Pluralism and education: Its meaning and method. ERIC Digest. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan. (ED347494).

Pluralism as an ideology is not new, but now it is being actualized by providing opportunities for educators to practice pluralistic thought. Many activities that are now being implemented are frequently placed under the name of multiculturalism. For some reason, the term "pluralism" is avoided. An accurate definition of pluralism may alleviate some of the confusion and avoidance and assist in the transition towards pluralistic thought.

Though there are several definitions for pluralism, this author likes the following: "a society in which members of diverse ethnic, racial, religious and social groups maintain participation in and development of their traditions and special interests while cooperatively working toward the interdependence needed for a nation's unity." Other definitions center around the ideas of interdependence, development and cooperation among diverse ethnic groups.

Though educators may not label their teaching practices pluralistic, there seems to be threads of the this ideology appearing in the fabric of their teaching strategies and philosophies. The article provides examples of these strategies and how they are manifesting in innovative community programs, preschool, elementary, and high school curriculums, and in college environments.

The author feels that pluralism, or the integration of diversity issues should be a part of overall institutional planning, and not an independent process.

Psychology (testing)

Entwisle, D. R., Alexander, K. L. (1988, May). Factors affecting achievement test scores and marks of Black and White first graders. Special Issue: Minorities. Elementary School Journal, 88 (5), 449471.

Examined whether 5 82 children's cognitive growth in I st grade as gauged by teachers' marks was affected by the same factors as those that affected their cognitive growth as gauged by the California Achievement Test (CAI). Ethnic differences in early school attainment were also explored. Subjects, their parents, and their teachers were also interviewed regarding performance expectations for the Subjects. Findings indicate that factors determining teachers' marks and CAT scores were more closely related for White Subjects than for Black Subjects. Blacks' conduct marks were positively related to marks in reading and mathematics and negatively related to gains in CAT scores. Conduct marks in whites were positively related to achievement. Findings indicate that although Blacks and Whites were equivalent on CAT reading and math scores at the beginning of 1st grade, racial differences in reading and math marks were striking. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Sociology

Entwisle, Doris R.; Alexander, Karl L.; Pallas, Aaron M.; Cadigan, Doris. A social psychological model of the schooling process over first grade. Social Psychology Quarterly, 1988 Sep, v51 (3):173-189.

Examined the process of educational achievement for a birth cohort of 676 children (aged 6.9 yrs or less initially) followed prospectively over their 1 st-grade year. Data were collected from parents, students, and teachers. Students completed the California Achievement Test (CAT) for a verbal and a math score. Black Subjects experienced more transition shock than White Subjects in making the move into full-time schooling, as indicated by their lower initial report card marks and slower pace of cognitive growth during the year. Personality/temperament variables were important for early schooling; evidence was found for the efficacy of parents as significant others. Self-expectations had effects only on verbal CAT performance. Implications of these findings for models of development and for understanding the social psychological basis of the achievement process are discussed. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Psychology (self-esteem)/ Sociology

Entwisle, D. R.; Alexander, K. L.; Pallas, A. M.; Cadigan, D. (1987). The emergent academic self-image of first graders: Its response to social structure. Special Issue: Schools and development Child Development, 58 (5), 1190-1206.

Investigated how children begin to construct an academic self-image, using 341 girls and 332 boys in the 1st grade. Data were collected from parents, students, and teachers at various points during the year. Results show that there was no difference in Subjects' academic self-image according to race or parent background, but the 2 sexes defined their images differently. Girls' images strongly reflected stereotypic sex-role notions; boys' images reflected instrumental role concerns. Math performance was relevant only for boys. Boys depended more on self-evaluations, while girls depended more on parents' evaluations. Black girls were the only group for whom the academic self-image was a significant influence on achievement gains over 1st-grade. The correspondence between these findings and what has been found for adolescents is noted. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Psychology (cognitive development).

Entwisle, D. R.; Alexander, K. L.; Cadigan, D.; Pallas, A. M. (1987). Kindergarten experience: Cognitive effects or socialization? American Educational Research Journal, 24 (3), 337-364.

Examined effects of the amount of 683 children's kindergarten experience on their 1 st-grade performance. Data were collected from parents, students, and teachers on separate occasions. Results show that more kindergarten led to some early positive effects on cognitive status (fall California Achievement Test (CAT) scores, first marks in reading and math), more noticeably for Black Subjects than for White. There were some year-end effects of more kindergarten on boys' reading marks but no lasting effects on CAT scores. More kindergarten also led to fewer days' absence in 1st grade. It is concluded that effects of more kindergarten are attributable not to socializing children for 1 st grade but to improving their cognitive status. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Health/ Psychology (development)

Ernhart, C. B.; Landa, B.; Wolf, A. W. (1985). Subclinical lead level and developmental deficit: Re-analyses of data. Journal of Learning Disabilities, 18 (8), 475-479.

The authors reanalyzed data from the following 2 studies: (1) the report by J. Perino and the 1st author (see PA, Vol 53:9962) that moderate levels of lead exposure in 80 preschool urban Black children were related to cognitive impairment (the McCarthy Scales of Children's Abilities); and (2) the reexamination by the 1st author and colleagues (1981) of 63 of these children 5 yrs later, which found no significant association between preschool lead level and outcome measures, including cognitive measures, reading tests, and teacher behavior ratings. The positive findings of the preschool study were not substantiated in reanalysis, and the school-age lead data required technical adjustment. Additional variables were generated, including change scores, combinations, and interactions. Of 66 analyses, 2 tests of the lead effect were significant. The first depended on a deviant case; the second was an uninterpretable interaction. It is concluded that if these results are due to a lead effect, the effect is minimal. There was no evidence of an effect of moderate blood lead levels in the preschool period and any school-age outcome measure.

Sociology (family)

Etaugh, C. (1974). Effects of maternal employment on children: A review of recent research. Merrill-Palmer Quarterly, 20 (2), 71-98.

Summarizes findings of maternal employment studies of the past decade, noting the lack of clear-cut differences in adjustment of preschool, elementary school, and adolescent children of working vs nonworking mothers. Quality of mother-child interaction and of caretaking arrangements are seen as more significant determinants of adjustment. A review of research methodologies emphasizes the need to control for mediating variables such as social status, conditions of employment, influence of paternal attitudes, and family intactness. Observational techniques should supplement the traditional reports from children, teachers, and mothers. Recent advances have included longitudinal studies assessing long-term effects of maternal employment and studies of black families. The need to further refine methodology in this field is stressed. (41/2 p ref)

Sociology/ Psychology/ General

Evans, B. J., & Whitfield, J. R. (Eds.). (1988). Black males in the United States: An annotated bibliography from 1967 to 1987. American Psychological Association.

It has often been said that there have been more studies done on Black people than any other racial group in America. These studies have covered just about every facet of Black life. For example, this annotated bibliography contains 1,695 such studies and only covers the years 1967 to 1987. Then, too, it might also be concluded that the studies in this large volume only represent those that have been formally documented. Conceivably, there have been other studies on Black people during this same period. However, regardless of the degree of importance one may place on studies, this book should be invaluable to the serious researcher who is seeking information on Black males. By almost any standard that one can envision, this is a comprehensive and well-organized document. Although it has no special section on Black youth, its extensive subject index can be used to locate studies pertaining to them. The studies on Black youth examine many of the problems which are affecting their socialization. It should be noted, however, that many of these studies have been administered by whites. The book is basically divided into the following sections (1) Selected Annotated References to Journal Articles on Black Males (2) Selected Citations to Other Relevant Journal Articles on Black Males and, (3) Selected Citations to the Dissertation Literature on Black Males. Each section contains the same professional disciplines to allow for cross-reference comparison and examination. Additionally, it has an appendix which explains the classification and source of the studies included in the book. This was done on a PsychINFO database. Also, there is an appendix on Search Strategy to assist in retrieving references for the Bibliography. The editors and the American Psychological Association should be commended for compiling this comprehensive bibliography. --Useni Eugene Perkins

Literature (Criticism)

Evans, M. (1984). Black women writers (1950-1980): A critical evaluation. New York: Doubleday.

Selecting from mid-twentieth-century women writers, Evans collects material that has been pivotal in elevating African-American literature. Evans and others critique some of many works written by various outstanding African-American women writers, including, among others, Maya Angelou, Nikki Giovanni, Paule Marshall, Margaret Walker, Audre Lorde, and Sonia Sanchez . What makes the book even more fascinating is that some of the critical essays are authors analyzing their own work.

Sociology/Economics

Everett, J.E., Chipungu, S. S, & Leashare, B. R. (Eds.). (1991). Child welfare. An Africentric perspective. Rutgers University Press.

This book contains an excellent collection of articles on how the various welfare institutions impact Black children and what Black practitioners and the Black community must do to ensure that these institutions meet the exceptional needs of Black children. The articles are written by informed practitioners, advocates and academicians whose collective experiences cover a broad and diverse range of issues relating to child welfare, e.g. adoption, foster care, child abuse and neglect, and family preservation. In particular, the article on child rearing by Dr. Ronald Taylor is among the most informative that I have read on this important subject. Also, the editors should be commended for organizing the book to provide the reader with a format that is able to assimilate theory with practice. This is an invaluable book which should be read by all those who profess to be interested in the welfare of Black children. -- Useni Eugene Perkins.

Power Teaching & Schools

Every Child Can Succeed (film). (1992). Bloomington, IN: Agency for Instructional Technology.

Some of the key elements touched upon in the video are:

1. Grouping: Grouping should not be used as a tracking system, and there should be no labels. Children should be moved to different groups as needed.
2. Pacing: All students should be at appropriate grade level in all subjects.
3. Active and enriched learning: Teachers should remember than all students are not analytical, and if a child is not learning in the environment that he/she is currently in, then the environment needs to be changed.
4. Customizing instruction: Teachers have to be flexible and adapt to the needs of their students.
5. Maximizing learning time: Teachers should make an effort to move the children quickly from one task to another.
6. Mastering academic content: Teachers are responsible for their curriculum, but students are accountable for their education.
7. Success for everyone: Each student should work to set goals for him/herself so that there is a system of individual learning.

There are several steps that can be used to build high expectations for the students.

1. Monitor student progress
2. Supportive learning environment
3. Firm discipline
4. School policies and practices in place to help them achieve their goals
5. Leaders should demand that the students achieve and this should be conveyed to the students and their parents.

An important conclusion emerges from this film which is that students are not learning in school because they are not respected. This provides realistic solutions to this problem.

Health/History

Fackleman, K. A. (1991). The African gene? Searching through history for the roots of black hypertension. Science News, Vol. 140, 254-255.

Fackelmann presents studies which attempt to provide information about the history of the African gene as it relates to hypertension. In this article, hypertension researcher Clarence E. Grim, director of the Drew/UCLA Hypertension Research Center at the Charles R. Drew University of Medicine and Science in Los Angles, theorizes that blacks may owe their high hypertension rate to a genetic trait that helped their ancestors survive the harsh conditions of slavery (Grim's "Slavery' Hypothesis"). Grim states that this salt gene or genes allowed captured slaves to retain salt during their voyage to the New World. Nevertheless, in spite of this unconfirmed study, many other researchers continue to suggest that hypertension is evoked by means of poverty and racism and that these two factors play a key role in blood pressure elevation. Moreover, this thought was confirmed by two major studies involving Africans from Barbados and Africans from rural Obodo-Ahiara. Results reveals that due to the stress levels between Barbados is the same as that of the U.S.;nevertheless, stress levels tend to be lower in islanders than in black of the U.S., mainly because of the majority black population and the immediate access to health care. Of the men studied in Obodo-Ahiara, none appeared to show sensitivity to salt. This finding supports the theory that U.S. blacks owe their high hypertension rates to selective survival which perhaps first occurred during the slavery period.

Anthropology/ Method. Pedagog./Traditional Education

Fafunwa, A. B. (1982). African education in perspective. In B. A. Fafunwa & J. Aisiku, Education in Africa: A Comparative Survey. Boston: George Allen.

A view of traditional (indigenous) African educational systems prior to the introduction of Islam and Christianity. All African societies had a system for educating their youth. This purpose was often obscured by Western observers who viewed their informal system as primitive, barbaric, and savage. Education was not separated into compartments as it is in America. Instead education sought to interweave its aims into the community structure. If the observer were to look past the difference in methods, they will see in the African traditional education system the universal purpose of education in all societies: "to transmit its culture for the continuance and growth of the society."

The purpose of education was to mold a person into an integrated member of society, as opposed to stressing individuality. It was to embed into the consciousness of the individual that they can attain happiness only through openness to others and by community participation. Traditional African education sought to make the member an integral part of his entire environment, distinct by not separated from others in the community or nature including ground, water, fire, etc. The characteristics this type of education sought to develop included social responsibility political participation, spirit and moral values, and work ethic. In other words, education sought to develop a well-adjusted human being who was mentally balanced and well adapted to their environment.

Education was participatory and children learned through ritual, ceremony, recitation, imitation, and demonstration. Physical training was as important as character building. After each stage of learning, usually determined by age or years of exposure, the learner was tested. At the end of all these testing periods, the student participated in a "passing out" ceremony or initiation into adulthood. Clearly, traditional African societies had well-defined structured educational systems that were purposeful and meaningful to their communities.

Racism/Science

Fairchild, Halford H. (1991). Scientific racism: The cloak of objectivity. Journal of Social Psychology, 47 (3), 101-115.

The author reviews an application of sociobiologicial perspectives on racial differences, which was conducted by another researcher. He not only advocates identifying ideological biases inherent in much of social inquiry but also supports the debarking of such inquiry. He also maintains that it is important to develop alternative research paradigms that acknowledge historical factors in group differences.

Anthropology/ Method./Traditional Education

Fajana, A. (1966). Some aspects of Yoruba traditional education. Odu, 3 (1), 16-27.

Overview

Fajana's article gives a view of traditional Yoruba education before the European invasion and the central role education played in the social organization of the community. The article describes a well-ordered social organization that centers around a highly sophisticated educational system and functioned within a spiritual and moral frame. Western researchers documented and studied the history, political organization, and religion of the Yoruba. However, because they lacked understanding of the African worldview, Europeans drew inaccurate and false conclusions. A truthful study of the Yoruba social system must encompass their social organization and belief system which represents an expression of the entire culture.

Europeans mistakenly believed that the Yoruba do not "think." Europeans view knowledge only in the sense of what they can document. European education's main purpose is to pass down a body of knowledge to the next generation that will help adults solve their problems. The Yoruba idea of education is the development of character traits that promote spiritual values and how one acts towards others.

Character training was the most important aspect of Yoruba education.

Education was a community responsibility, and concentrated on instilling moral values in the young and emphasizing respect for others. These ideas were reinforced through a structured educational system based on the principle of seniority. Children are taught to respect their elders, younger children are taught by the older youth, and age groups are very important. Age groups were the most influential component of the community seniority system. The purpose of education was to begin from infancy to develop, a responsible person with high moral character, one who would be capable of making a positive contribution to the community. The evidence of high moral character was seen as the indicator of an educated, successful person. Acquisition of material possessions was not viewed as a symbol of success as in Western society. These aspects of Yoruba education, that are based on moral responsibility rather than ownership of material possessions, are important considerations for anyone planning the design and redesign of educational systems for African American children.

Sociology/gangs,violence

Fankowski, M. S. (1991). Islands in the street: Gangs and American urban society. University of California Press.

Although Islands in the Street is primarily about Chicano gangs, its broad insight and analysis also can be attributed to other ethnic gangs. In fact, this is one of the most comprehensive books on gangs that uses both an ethological approach and sociological theories to explain why gangs are so prevalent in American Society.

--Useni Eugene Perkins.

Politics/Economics

Fanon, F. (1968). The wretched of the earth. New York: Grove Press.

In this book, which many claim is Fanon's masterpiece on decoloninailization, the violence of the slavemaster and the slave dialectic are demonstrated. Fanon exposes colonialism for what it is, another stage of slavery. Fanon suggests that the relationship between the colonizer and the colonized is a derivative of the relationship between the master and the slave. He maintains that the analysis of one reveals the nature of the other. Fanon emphasizes his belief that the colonial world is divided in two. It is the Manichean world - which he defines as two camps inhibited to by two different "species" in perpetual conflict. He describes the lives of the two protagonists who live in reciprocally exclusive zones. Their neighborhood, their diet, their health and their manners of life and death are in direct contrast.

Psychology

Feagans, L. V., & Farran, D. C. (1993). How demonstrated comprehension can get muddled in production. In R. A. Pierce & M. A. Black (Eds.), Life-span development: A diversity reader (pp 47-59). Dubuque, IA: Kendall/Hunt Publishing Co. Pub type: Reprint; Experimental.

(from the chapter) (this) study was designed to assess both the comprehension and verbal production of narrative material and sequential instructions in children from different socioeconomic backgrounds and to analyze all tasks for both linguistic and content variables in the recall of the material... in this study kindergarten children from low-income black families (mean age of 5 yrs 2 mo) and from middle-income white families (mean age of 5 yrs 4 mo), who were attending the same schools, were administered two discourse tasks that were similar to the task demands of the kindergarten classroom: comprehending and paraphrasing thematic material and comprehending and communicating instructions.

Racism

Feagin, J. R., & Hernan, V. (1994). White racism: The basics. New York: Routledge.

According to the authors, Feagin and Vera, white racism is one of the most difficult problems facing the United States today. They discusses the idea that white racism has the potential to pit white and black Americans against each other in ways that could eventually devastate the social and political structure of the United States. The authors cited the racial unrest that occurred in Los Angeles, California in the spring of 1992, when African and Latino Americans lashed out at each other at a cost of many lives and much property damage as a result of racial oppression. The authors maintain that white racism is a system of institutionalized human waste that our society cannot afford (Feagin & Vera, 1992). The authors further suggests that whites can recognize some of the waste to black talent and resources brought about by discriminating barriers, but few realize the large amount of energy and talents that whites themselves have dissipated in their construction of anti black attitudes and ideologies and in their participation in racial discrimination (Feagin & Vera, 1992). Moreover, they argue that racist practices can be eradicated, but only by massive efforts to demythologize the structures of our society. They suggest also that remedial programs provide little practical hope for American interested in bringing about :liberty and justice for all (Feagin & Vera, 1992); nevertheless they steadfastly maintain that it is difficult at best to create a successful program for action when most whites are unaware of the losses they experience from racism and fail to see what they could gain from its destruction.

Sociology (family)

Field, T., Widmayer, S., Adler, S., de Cubas, M. (1990). Teenage parenting in different cultures, family constellations, and caregiving environments: Effects on infant development. Infant

Mental Health Journal, 11 (2):158-174.

Teenage parenting was investigated in different ethnic groups (Cuban and American Black), family constellations (single-parent, nuclear, and extended families), and primary caregiving arrangements (mother vs other). 164 infants born to a representative sample of teenage mothers (aged 13-18 yrs) were observed during interactions with their mothers and were given developmental assessments when they were 12, 18, and 24 mo of age. Being a Cuban mother, living in a nuclear family, and being a secondary caregiver were each associated independently with stronger social support systems and more positive child-rearing attitudes and mother-infant play interactions. Despite these early advantages, maternal stimulation and infant performance decreased over the 2nd yr of life irrespective of ethnic group, family constellation, and caregiving arrangements. (French, Spanish & Japanese abstracts) (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Schools/General

Fine, M., & Weis, L. (Eds.). (1993). Beyond Silenced Voices: Class, race, and gender in United States schools. Albany, NY. State University of New York Press, 1993.

Beyond Silenced Voices is truly on the cutting edge of critical theory. This collection of essays is divided into two parts. Part I is entitled "Structuring silence: policies and practice." These essays critically challenge institutional practices that create the structuring of silence and then discount, through delegitimation, the voices of those excluded. Examples include: racist hiring practices institutionalized in the name of "affirmative action," and sexist curriculum delivered in the name of "sex education." The second collection of essays, entitled: "From the Margins to the Center: Beyond Silenced Voices," introduces a set of essays in which the voices of children and adolescents who have been expelled from the centers of their schools have been invited to speak as interpreters - as political critics of the economy and schooling, and race, class, and gender relations.

There is a wonderful quote from bell hooks (author of Ain't I a woman and Race, gender and cultural politics), which draws our attention to the problem of language. In the words of bell hooks "If I do not speak in a language that can be understood, then there is little chance for dialogue." As Henri Giroux has pointed out, language is both a *creator and interpreter of reality*. This challenging collection of essays echoes these liberative themes throughout.

Psychology

Fishbein, H.D. & Imai, S. (1993). Preschoolers select playmates on the basis of gender and race. Journal of Applied Development Psychology, 14, 303-316.

The authors, from the University of Cincinnati, explored the behavioral activity and gender/race preferences in ninety children enrolled in an urban preschool. The review the current literature in this area, noting that most studies have found positive-White, negative-Black preference, with both Black and White children preferring to play with white children.

The findings in this study included a trend toward same sex dyads; boys of both races tended toward interactions toward white boys, and white boys were less negative toward white girls while girls showed more preference for playing with same race girl partners, and a stronger avoidance of white boys than black boys. Additionally there was no evidence of differential preferences of solitary, dyadic, or group social involvement among races or genders.

The most surprising finding, in reference to other research is the same race preferences of girls. The author suggests that physical attractiveness may be a primary cue of choice, and that girls find same race others more attractive. Boys are more concerned with status as an attractor, and white boys are hypothesized to have more status. Girls may avoid playing with white boys because they tend to dominate play more than others.

The authors contrast their findings with the infamous doll studies, where black children have favored white dolls, which has been interpreted to indicate low self-esteem in the black children. These researchers suggest that a positive racial identity overrides a pro-White bias in girls, but not in boys. These finding are important in further understanding the development of racial identity.

Linguistics

Fitts, E.H. (1995). Nonstandard English: A sociolinguistic perspective. Journal of Developmental Education, 18 (3), 10-16.

According to Fitts, a professor of speech at Alabama State University, "the suggestion that utilization of a nonstandard dialect is not an important factor in employability is patently misleading" (p. 10). Some of the varieties of nonstandard American English she delineates are: Appalachian English, African-American English, General American Nonstandard English, New York City Nonstandard English. Fitts maintains that it is the responsibility of the speech-language pathologist to become involved. The "do nothing" strategy does a disservice to social dialect speakers. Her call for involvement runs directly contrary to the dictates of the American Speech-Languages and Hearing Association which posits that "no dialectical variation of English is a disorder or a pathological form of speech or language" (p. 11). According to ASHA the speech-language pathologist may be available to provide elective clinical services. For Fitts, elective services should be replaced with strategies that encourage dialect speakers to improve their phonological skills.

Fitts' study was designed to address the question of whether both African-American and white college students speaking a predominately nonstandard English could improve their nonstandard phonological skills after instruction in the

International Phonetic Alphabet (IPA). The IPA has only one symbol for each sound and only one sound for each symbol (regardless the language).

Using 100 participants enrolled in a college speech communications course the results showed that:

(1) students exhibited significantly less phonological errors after instruction using IPA;
(2) the students in the younger group (19-23) were more successful at correcting phonological errors;
(3) no significant differences between males and females regarding pretest and posttest results.

The focus of this study was only phonological and did not include any dialectical aspects of syntax or semantics.

Media

Fitzgerald, Mark. Covering crime in black and white. Editor and Publisher, pp. 12,13, September 10, 1994.

This brief article addressed the difference in the amount of news coverage depending on what part of the city it originates from.

Willie Williams, a Los Angeles police chief, presented at the Unity '94 conference of minority journalists in Atlanta. His experiences after decades of law enforcement have led him to the prediction of what type of coverage a crime will receive. Special attention will be paid by the press if the victim is white or a foreigner. Nathan McCall, a Washington Post reporter, recalled that when he was a police reporter in Atlanta, coverage differed depending on what side of the city the victim lived. Race-based crime coverage has become an almost unconscious situation, according to some African-American journalists.

Some papers are making an effort to change the coverage bias by changing their crime news gathering systems and looking for different ways to report on crime and its effect on minority communities.

The author added insight from a variety of souses which may lead to a closer examination of the crime coverage presented today. Dealing particularly with the implication that minorities are not as important as whites. The movement of some papers to change their systems suggests that they do not deny this is a problem faced by African Americans.

Racism/Learning Styles

Flannery, D.D. (1994). Changing dominant understandings of adults as learners. New Directions for Adult and Continuing Education. 61. 17-26.

This series of articles was referred to in the section on Liberation Education. In this particular article, Flannery confronts a politically sensitive issue. She suggests that implicitly and explicitly, prevailing beliefs about adult learners have supported racism and sexism, and other forms of oppression. This chapter identifies the biases inherent in our paradigms and universal theories of adult learning and suggests alternative perspectives on knowledge building and their implications for adult learners.

Philosophy

Flint, A. (1994, September 27). Black academics split on Afrocentrism. The Boston Globe, National/Foreign, 1.

According to this article the original enthusiasm of Afrocentrism is waning. There is a great deal of feuding going on. Some scholars are teaching increasingly radical theories while others are retreating and even ridiculing the claims of the so-called radicals. The largest battle seems to be between Harvard scholars such a Henry Louis Gates, Anthony Appiah and Cornell West against Molefi Asante. Asante argues that Afrocentric education is exploring the historical greatest of African civilizations instead of viewing a slanted European history. Afrocentrism promotes inclusion. Many African-American scholars disavow these claims. Mary Lefkowitz simply says that the climes of African civilization and its accomplishment are lies and a "convenient conspiracy." The discussions seem to indicate that, at the very least, African-American are practicing critical consciousness as they seek the truth.

Linguistics/Learning styles

Folb, E. A. (1980). Running down some lines: The language and culture of black teenagers. Cambridge, MA: Harvard University Press.

This is a collection of the published findings of almost nine years of field work by the author with teenagers from South Central Los Angeles. Not only does it supply a vast amount of information about the language used African American teenagers, it includes the cultural element of language which is often neglected. The author speaks to the subtopics of African-American naming practices, forms of manipulation, male-female interaction and the vocabulary of drugs and contains a complete glossary of language terminology, often referred to as slang.

This references is significant in that it embodies the culture of African Americans and does not concentrate solely on the semantics and syntax of African-American language.

Psychology

Foley, Vincent D. (1975, January). Family therapy with black, disadvantaged families: Some observations on roles, communication, and technique. Journal of Marriage and Family Counseling.

Vincent Foley examines the cultural, structural, and social differences between African-American disadvantaged and European American disadvantaged families to evaluate how these differences affect the therapy relationship between clinician and patient. Foley assets that the socialization and social history of African-Americans within the United States causes the African-American family to views the therapist as "part of an establishment which is hostile to it." This difference was observed to exist between African-American and European American families despite similar economic class and/or status. The article focuses upon discovering ways in which therapists can be trained to view difference as simply difference and not as social or psychological deviance. Foley states that this can be accomplished by training the clinician to refrain from introducing his/her "own value system" and simply be aware of exactly how the family's value system shapes and defines their family structure and mode of relating. The data focus of the article is upon clinical work rather than statistical data. This focus allows Foley to more closely examine the relationship of familial roles and communication within the family and how this affects the entirety of the family's relational dynamic. Foley concluded that while more research is needed, it is readily apparent that different treatment modalities must be utilized in treating the African-American disadvantaged family.

Curriculum

Foner, E. (1995, Spring). Why not teach About Harriet Tubman? Rethinking Schools, 9, (3).

In this article, Eric Foner, Dewitt Clinton Professor of History at Columbia University, responds to the Conservatives' attack to the proposed standards in History education, developed by UCLA's National Center for History in the Schools. Foner suggests, however, that these standards are to provide an accurate account of American history. Moreover, he maintains that these provisions would incorporate significant minority experiences into the curriculum in order to recaptivate every integral part of the American past. Nevertheless, in spite of the efforts of literally hundreds of high schools, university teachers and the input from professional organizations such as the national Council for the Social Studies and the American Association for State and Local history, critics challenge this effort by suggesting that these scholars are merely advocating the "destruction of America's institutions and American pride." Foner concludes by stating, "the motive is not to make certain groups feel better, but the never-ending quest for historical understanding."

Sociology (family)

Fontana, V. J., M.D., & Moolman, V. (1991). Save the family, save the child. Dutton Books.

What makes this book significant is that it is co-authored by a doctor who is not hesitant to speak critically of many of the institutions which support his profession. Although the book does not unearth any new findings--the fact that it is

highly critical of many of the social institutions which share the responsibility for socializing children merits recognition.
(Useni Eugene Perkins).

Special Ed.

Ford, B. A., Obiakor, E. F. and Patton, J. M. (1995). Effective education of African-American exceptional learners. Austin, Texas: PRO-ED, Inc., 1995.

The authors of this text provide a reaffirmation of the traditional and contemporary civil rights reforms, general education reforms, and federal mandates designed to eliminate discriminatory practices or inappropriate special education placements which have not resulted in systematic access to quality educational services for American-Americans, moreover, the authors reaffirm that neither the traditional monocultural education approach nor the presently constructed multicultural approach place African-American children into primary focus. Furthermore, the authors provide philosophy, research, and a practice outline which they suggest will lead to an enlightened, positive, and healthy perspective needed to appropriately guide the education of African-American learners with exceptionalities. In Chapter I, "Assessment of African-American Exceptional Learners: New Strategies and Perspectives," Thomas E. Midgett discusses the assessment of African-American exceptional learners from a historical perspective of attitudes toward cultural groups in the United States which is viewed by a European perspective. In Chapter VI, "Cultural context, the seriously emotionally disturbed classification, and African-American learners," Anderson and Webb-Johnson examine the impact of prevailing cultural views about African-American learners on the educational treatment students identification of SED receive. Anderson and Webb-Johnson also provide an analysis of theses views to current and proposed federal SED definitions. In Chapter VII, "Restructured teacher education for inclusiveness: A dream deferred for African-American children," Ewing provides a discussion on the need for changes in the European curriculum and faculty, in the nature of field-based experiences which will not distort equities in educational opportunities for African-American. In Chapter VIII, "African-American families," Beth Harry addresses the issues of the African-American families with the special education system. In Chapter IX, "African-American community involvements processes and special education: Essential networks for effective education," Bridgie Alexis Ford examines black parental involvement and the reconstruction of teacher training programs as the two related to African-American community-sponsored programming and the establishment of appropriate school-community networks. In Chapter X, "Two examples of existing schools," first Ineala D. Chambers provides an account of the Foreign Language Immersion and Cultural Studies School-Detroit, Michigan. The main focus of this school is to produce students who are globally aware and functionally bilingual in either French, Spanish, or Japanese upon their completion of the 9-year, kindergarten through eight-grade program. Second, Anyim Palmer of the Marcus Garvey School, Los Angeles, California provides three essential elements for any successful inner-city educational program. Dr. Palmer suggests the following: (1) talented, energetic, creative, and dedicated staff, (2) a curriculum that is academically sound and challenging, yet contains a high degree of excellence for its captive audience, (3) Parents must be an essential, involved, and participating link between the school and the students.

Special Education/ Curriculum (multicultural education)

Ford, B. A. (1992). Multicultural education training for special educators working with African-American youth. Exceptional Children, 59 (2), 107-144.

A pilot study was conducted to assess the perceptions of special education administrators in Ohio about multicultural inservice training and the nature of their exposure to multicultural education. Results indicate that special education administrators perceive that special education teachers should be involved in multicultural educational training programs with special emphasis on African-American students and their families. The results also reveal that personnel responsible for conducting such inservice programs may lack formal training. Author recommendations include the need for special educators to actively participate in high-quality, ongoing, multicultural education inservice programming conducted by personnel who have been formally prepared.

Since African-Americans represent the majority of students identified and receiving special education services, special education teachers need additional competencies in working effectively with African-Americans. This article shows the importance of establishing retraining programs for the special educator from a multicultural perspective in order to eliminate the barriers of equal educational opportunities and experiences for African-Americans with disabilities.

Psychology (identity)/Special Education

Ford, D. Y., Harris, J., III., & Schuergu, J. M. (1994). Racial identity development among gifted black students: Counseling issues and concerns. Journal of Counseling and Development, 71.

In this article, the authors-- Ford, Harris, and Schuergu --examine some of the psychological and social (adjustment) difficulties that seems to confront gifted black students. The authors also provide an overview of several perspectives and theories which address the issues of racial identity development, the significance of culture and how culture impacts upon scholastic and personal achievement and the psychological health and well-being of these students. Within the context of the overview the authors contend that a healthy "grounding" in the cultural and ethnic identity of the students provides the type of psychological stability that many times account for high self-esteem and a healthy urge to succeed. The authors conclude the article by describing and discussing various counseling scenarios and recommending their own strategies of (white) counselors who treat or interact with gifted black students.

Sociology(family)

Ford, D. Y., Harris, III., J. & Turner, W. (1990). The Extended African American Family: A Pragmatic Strategy that Blunts the Blade of Injustice. Urban League Review, 14 (2), 71-83.

This article addresses the extended African American family, beginning with an historical perspective of the nuclear family and its implications for other family arrangements in the United States. The pathology of "non-nuclear" family systems is described. The concept of the "group" rather than the individual relative to African American culture is discussed. An analysis of the function of the extended family follows relative to its role as an adaptive and survival mechanism for many African Americans.

This article is important because it is important for professionals, especially counselors and educators, to be more mindful of the family arrangements in which children are reared and how cultural attributes develop.

Psychology

Ford, D. (1992). The American achievement ideology as perceived by urban African-American students. Urban Education, 22, 196-211.

Donna Ford is focussing on achievement and the social variables that effect it. One variable she uses is the cultural variable that includes attitudes, beliefs, and variables. How a student visualizes his/her chances of success is important to their achievement level. Her label of the "education ideology" is a portion of identity for minorities in the United States. The option that one can reach one's goals of success by going to school, graduating, etc. is often viewed as a myth by African-American students. Those that agree with this ideology tend to achieve higher, according to her study.

Sociology (family)

Ford, D. Y. (1991). The extended African American family: A pragmatic strategy that blunts the blade of injustice. Urban League Review, 14(2), 71-83.

This study analyzed all aspects of the African American family. These family structures range from nuclear family, to the joint family, and to the extended African American family structures. Issues are explored as to the importance of the group rather than the individual in African American culture. The function of the extended family is analyzed to determine its role in the survival through adaptations of African Americans. Family, community, and organizational strategies are also discussed.

Psychology (identity)

Fordham, S. & Ogbu, J. (1986). Black students' school success: Coping with the "burden of 'acting white'." The Urban Review, 18 (3) 176-203.

Fordham and Ogbu illustrate the phenomenon of peers discouraging peers, perhaps unconsciously, from emulating white people in academic striving, or "acting white." Fordham and Ogbu provide data from a recent ethnographic study of both successful and unsuccessful students in a predominately black high school in Washington, D.C. This information is used to express the affective dissonance and social pressure of many black students who are academically able but who do not put forth the necessary effort and perseverance in their school work and who, consequently, do poorly in school

Psychology (identity)

Fordham, S. (1993). Those loud black girls: (Black) women silence and gender. Passing in the Academy. Anthropology and Education Quarterly, 24 (1), 3-32.

This study explores the impact of gender diversity on school achievement, using data from an ethnographic study of academic success among 33 eleventh-grade students in a Washington DC school. The normalized definition of femaleness juxtaposed with a two-tiered dominating patriarchy, propels African-American females to resist consuming images that assert their nothingness. Loudness reflects their efforts to subvert the repercussions of these prevailing images is examined along with an assessment of its impact on academic achievement.

The author stated that for women to be seen as serious about their work they must receive a form of schooling the contents of which prepares them to survive and prosper in a world organized by and for men not women. She went on to point out that for African American women in the academy, being taken seriously also means disassociating oneself from the image of those loud black girls, whose refusal to conform to standards of good behavior without actually entering the realm of bad behavior by breaking school rules severely undermines their limited possibilities for academic success. The girls reluctance to engage in active participation in their own exclusion from the academy strips them of a sense of power.

Psychology (Self Concept/Self Esteem/Identity)

Fordham, S. (1991). Raceless in Private Schools: Should we deconstruct the racial and cultural identity of African American adolescents? Teacher College Record, 92(3), 470-484.

African American adolescents are asked to "deconstruct" their identity and to play by a set of Euro American rules in many private schools they attend. This is an issue that has received little attention. How have Black students achieved academic success in this social context remain a mystery. The author believes that the bombardment on the self concept of the African American students must stop for them to achieve their potential in society.

Psychology (identity)

Foshee, V. A., Bauman, K. E. (1992). Gender stereotyping and adolescent sexual behavior: A test of temporal order. Journal of Applied Social Psychology, 22 (2O), 1561-1579.

Examined the relationship between gender stereotyping and adolescent sexual behavior, and the direction and temporality of the relationship. 1,607 Black and White 12-14 yr olds completed a modified version of the gender stereotyping scale used by B. Gunter and M. Wober (1982). Findings indicate a relationship between female stereotyping and sexual behavior for females but not for males. Strength, direction, and temporality of the relationship varied by age, race, mother's education, and number of hours the mother is employed. Girls' with traditional female stereotypes were more likely to begin having sexual intercourse earlier than girls with nontraditional stereotypes. Data are discussed in the context of societal encouragement of tradition female stereotyping. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Methodology/ Power teaching

Foster, M. (1997). Black teachers on teaching. New York: The New Press.

(from the dust jacket): "Foster, a leading expert on black educators and the history of black education, has interviewed pioneering teachers from across the country. Some were the first to teach in desegregated souther schools; others taught in large urban districts, such as Boston, Los Angeles, and Philadelphia. In presenting their experiences, black teachers go on the record about mixed-race classrooms, the losses and gains accompanying desegregation, repeated cycles of attempted and abandoned reform efforts, and the differing attitudes toward and perceptions of black students among black and white teachers."

Power Teaching/ Method.

Foster, M. (1993). Educating for competence in community and culture: Exploring the views of exemplary African-American teachers. Urban Education, 27 (4), 370-394.

In this article Foster describes the results of two ethnographic studies of 18 model African-American teachers who have demonstrated success with their students. The teachers describe their backgrounds, philosophies of education, and the relationship between the two. Common experiential backgrounds influenced the teachers' pedagogical approaches toward their practice. Teachers who were reared in segregated communities spoke of the interconnectedness they experienced in those communities among the family, school and church. This experience, in turn, guided the sense of kinship, connectedness, and solidarity that they fostered in their individual classrooms. Learning activities were designed so that students were taught to share in the collective responsibility for one another's learning. The teachers also tailored their pedagogical styles in ways that they were not just limited to academics but also encompassed other aspects of their student's lives as well. The teachers profiled also reflected interests in promoting a "hidden curriculum" with the intention of conveying to students the "personal value, the collective power, and the political consequences of choosing or rejecting academic achievement." The author attributes the teachers' successful teaching style to their having knowledge of African-American community norms and of the position of community within society; the teachers based their philosophies and pedagogies on those norms.

Racism/ Sociology

Foster, D. (1994). Racism and children's intergroup orientations: Their development and the question of psychological effects on minority-group children. In A. Dawes & D. Donal (Eds.), Childhood & adversity: Psychological perspectives from South African research.(pp. 220-239). Claremont, South Africa: Andrew Dawes, David Donald, Eds. David Philip Publishers (Pty) Ltd..

(from the chapter) (discusses) the development of children's racial attitudes or, more broadly, their intergroup orientations; cover the general trends found in international research literature, some theoretical approaches and the ... limited South African research ... is it the case that, in particular, black children suffer negative psychological consequences from a racist social system; restrict the question to children (roughly 2-12 yrs) in particular; (examines) questions about the consequences of minority group status.

Methodology

Foster, H. L. (1986). Ribbin', jivin' and playin' the dozens: The persistent dilemma in our schools. Cambridge, MA: Ballinger Publishing Company.

The author discusses the realities of educating inner city children. He also provides suggestions to improve student-teacher relations and overall student learning. Teachers and administrators are presented ways to enhance verbal communication problems with students. Guidelines are also given to teachers on discipline and lifestyle conflicts.

General (culture)/Sociology

Fox, J. E. (1991). A selected review of literature on African American culture. ERIC document ED351133.

Teachers can educate themselves about different cultures by reading literature about the cultural backgrounds of the students in their classes. This literature review provides the teacher with a resource descriptions about the African American culture.

An awareness of the culture of Africans living in America with its unique combination of African and American cultural influences will assist the teacher in structuring learning experiences that respect the African American child. In addition these more relevant experiences with help to build positive relationships between the teacher and child. The book also discusses the influence of cultural experiences on learning style, behavior, social interactions, language, and African American values.

Other topics which are discussed include: the dual socialization of African Americans, the influence the family in shaping the personality of African American children and helping them to cope, African American children in single parent families, the role of the extended family, and African American community networks which provides emotional and social support, the role of the church, and adult role models.

Racism/ History

Franklin, J. H. (1976). Racial equality in America. The University of Chicago Press.

The author, John Hope Franklin, in writing this book, suggests that each generation of Americans from the seventeenth century to the twentieth century has sought to create a social order in which equity and justice, as they understood it would prevail. Franklin states in this book that the remarkable thing about racial equality is the way it has endured and remained topical. He suggests that racial equality become an obsessive preoccupation of American in the nineteenth century, yet amazingly, racism and racial equality persists just as strongly today.

Philosophy/Political Science

Franklin, R. M. (1990). Liberating visions: Human fulfillment and social justice in African-American thought. Minneapolis: Fortress Press.

A comparative analysis on political and racial ideologies of Booker T. Washington, W.E.B. DuBois, Dr. Martin Luther King Jr., and Malcolm X. Franklin writes about the accomplishments as well as the tragedies of the four great leaders. Further, Franklin, an assistant professor of Ethics and Society and director of Black Church Studies at Candler School of Theology at Emory University, delineates the four influential leaders' tenets under a "Conception of Human Fulfillment." In other words, Washington's "human fulfillment" was his sense of "Economic Self-Reliance," "Pragmatic Religion," and "Education of Vocation." DuBois' "Human Fulfillment" was his "Civic Virtue," "Economic Empowerment," and "Rational Religion." Franklin, more directly, oppose Malcolm X's racial convictions with that of Dr. Martin Luther King, Jr's. Franklin clearly describes Malcolm X as a "Defiant person" while King is an "Integrative person." Malcolm X deterred from the concept of non-violence and espoused self-defense and criticized integration while King embraced those ideas. In both essays, moreover, Franklin not only portrays the strains between the two, as he does with Washington and DuBois, but also compares their rhetoric or how the black leaders complimented each other. For example, Franklin contends: "In assessing his [Washington's] leadership, we must credit him with the achievement of inviting, and thereby preparing, segments of white America for full black political empowerment. In this light, we could conclude that Washington prepared the way for this uncompromising demands advanced by DuBois and others." This book provides the student with an understanding of how the aforementioned black leaders racial and political ideas relate and how, subsequently, their principles affected America.

Special Education/Learning Styles

Franklin, M. E. (1992). Culturally sensitive instructional practices for African-American learners with disabilities. Exceptional Children, 59(2), pp. 115-122, 1992.

This article discusses the cultural and educational needs for African-American learners with disabilities. Six theoretical assumptions establish some basic suppositions about culturally and linguistically diverse learners and effective instructional practices. A review of the literature describes African-American cultural practices, interests, and cognitive styles: highlight the attitudes, perceptions, and instructional practices of effective teachers of African-American students; and includes patterns of teacher-student and peer-group interactions that promote high academic achievement among African-American learners. Recommendations include organizing teaching, learning, and performance in ways that are compatible with the social structure of African-American students with disabilities.

This article is tied to the course because it highlights how African-American learning styles are different from the traditional European style and actually list some characteristics of effective teachers of African-American learners.

Psychology

Franklin-Boyd, N. (19--). Five key factors in the treatment of black families. Journal of Psychotherapy and the Family, 6 (1-2), 53-69.

The article provides a critique of the deficiency theory approaches to the treatment of black families. Citing recent literature that combats the deficiency theory approach by "highlighting the fundamental strengths that are inherent in black families," the author identifies five key areas of strength within the black familial structure. These five key areas are: (1) the extended family, (2) adaptability of familial roles, (3) religious orientation, (4) education and the work ethic, and (5) development of coping skills. The article focuses primarily upon the need to treat black families by working from the foundation of the strength and vibrancy of black families and moving from viewing such families as inherently dysfunctional.

Sociology/Feminism

Franz, C. E., & Stewart, A. J., (Eds.). (1994). Women creating lives: Identities, resilience, and resistance. Boulder, CO: Westview Press. Pub type: Case Report.

(from the introduction) This book (provides a feminist approach) to study lives and broad concerns of particular women--women who vary in age at the time of study, race/ethnicity, social class, and historical period. Some of the women came from backgrounds of great hardship--poverty, exile, abuse; others experienced great opportunities--wealth, talent, education. The authors who have written about each woman's life necessarily tell us one (or at most a few) of many possible stories about even that one life.... They have... organized their accounts according to themes and issues that seemed to them most pertinent and relevant to the particular woman's life.

Linguistics

Frasure, N. E., Entwisle, D. R. (1973). Semantic and syntactic development in children. Developmental Psychology, 9 (2), 236-245.

Administered a sentence recall task using either meaningful, anomalous, or random work groups to 36 lower-class black, 36 middle-class white, and 37 lower-class white kindergartners, 1st, and 3rd graders. Data suggest substantial development in ability to make use of syntactic and semantic cues over this age range. White middle-class children make more use of such cues than white and black working class Subjects at every age level. Semantic cues facilitated performance at early ages for all groups, while syntactic cues facilitated performance somewhat later especially for lower-class groups.

Sociology

Frazier, E. F. (1967). Negro youth at the crossways. Schocken Books.

Another noted Black sociologist, the eminent E. Franklin Frazier, conducted a study sponsored by the American Council on Education to examine the personality development of Black youth in two middle states, Washington, D.c. and Louisville, Kentucky. The focus on personality development was due to the Council's concern about the "social and economic limitations" placed on Black youth in these states during the late thirties. This was a period after the Great Depression and before the start of World War II when many Black youth were caught in the crossways of unemployment in a slowly recovering economy. Although Dr. Frazier also was influenced by the Chicago School of Sociology ecological approach to social research, for this study he chose to use open ended interviews as his primary research instrument. With the assistance of seven field workers, 123 boys and 145 girls were interviewed. These youth represented a diverse stratification of the Black community who were later to become the parents of the youth who helped to spawn the civil Rights Movement of the 60's. Dr. Frazier found in his study that those youth who were employed generally felt good about themselves whereas those who were unemployed had a poor self concept. It's not possible to summarize all of Dr. Frazier's findings in this compendium. However, because many of them are relevant to today's youth, I will quote the last paragraph of this insightful and timeless study:

> *The culture, traditions, and economic position of the family determine not only the type of discipline to which the child is subjected but the manner in which he develops his conception of himself as a Negro. As he grows up, his contacts with the larger outside social world influence still further his attitudes toward himself as a Negro as well as his attitudes toward white people. Because of the limitations which make possible free and easy participation in the larger community, his attitudes and overt behavior will show more or less the influence of the isolated social world to which he is confined.*

--Useni Eugene Perkins

History /Sociology

Frazier, F. E. (1973). The free Negro family. New York: The Seabury Press.

The author, Franklin E. Frazier, suggests in his book, The Free Negro Family, that a class of free Negroes, as they were called at that time, existed in America almost from the time that there were first introduced into the Virginia colony in 1619. According to Frazier, the free class might have existed prior to the slave class. This can be said because the first Negroes brought to America did not have the slave status, but were rather indentured servants (Frazier, 1973). The author further suggests that court records document that Negroes were originally released upon the completion of a term of servitude. Moreover, the free population of Negroes was increased through five sources which include the following (1) children born of free colored persons; (2) mulatto children born of free colored mothers; (3) mulatto children born of white servants of free women: (4) children of free Negro and Indian parentage; (5) manumitted slaves. The author further maintains offspring of free colored parentage contributed to the growth of this class until Emancipation. The earliest known will emancipating Negroes dates back to 1645 (Frazier, 1968).

Sociology

Frazier, E. F. (1962). Black bourgeois. New York.

E. Franklin Frazier's Black Bourgeoisie analyzes the behavior, values and attitudes of a group which, in his opinion, has become isolated as a result of its rejection by the "white world" and of its break with its own cultural traditions. In Chapter I, "The Roots of the Black Bourgeoisie," Frazier examines the Negro leaders in all areas of community life: education, religion, and fraternal organization and also the organization of Negro banks in South. Chapter II, "The Economic Basis of Middle-Class Status," examines the accumulation of economic middle class status as it related to Negro business which had consisted of chiefly, with the exception of a few insurance companies, of a number of small banks, and news papers, of small retail stores, restaurants, undertaking establishments, and similar enterprises which serve the needs of the segregated Negro communities. Chapter III, "Education of the Black Bourgeoisie," describes industrial capitalism of the North and Negro education in the South which included: negro schools (public and private), industrial schools, and institutions of higher learning. In Chapter IV, "Power and Political Orientation," Frazier suggests the black bourgeoisie has no political power as a class in the American society nor exercised any in the Negro community. Frazier also suggests that black bourgeoisie power within the Negro community stems from the fact that middle-class Negroes hold strategic positions in segregated institutions to create and propagate the ideologies current in the Negro community. In Chapter V, "Breaks with the Traditional Background," Frazier suggests that as a consequence of the uprooting of the Black Bourgeoisie from his/her racial traditions he/she has no cultural roots in either the Negro or white world. Chapter VI, "Inferiority Complex and Quest for Status," examines the entire history of the Negro in the United States. Frazier suggests that the feeling of inferiority was employed through religion and the once legalized system of racial segregation which was established to stigmatize the Negro as unfit for human association, and every type of propaganda available to prove that the Negro was degenerate and intellectually incapable of being educated. Chapter VII, "Negro Business: A Social Myth," Frazier shows how false ideas concerning the importance of Negro business have become a social myth and how this myth has been propagated among Negroes. In Chapter VIII, "The Negro Press and Wish-Fulfillment," Frazier views the Negro Press as one of the most successful business enterprises owned and operated by negroes. He also suggests that the Negro Press reveals the inferiority complex of the black bourgeoisie and provides a documentation of the attempts of this class to ask compensations for its exaggerations concerning the economic well-being and cultural achievements of Negroes, which creates a world of make-believe for the Black Bourgeoisie and inferiority inconscienciousness in American society. Chapter IX, "'Society': Status without Substance," examines the activities of society which served to differentiate the black bourgeoisie from the masses of poorer Negroes and at the same time compensated for the exclusion of the black bourgeoisie from the larger white community. The final chapter, "Behind the Masks," the inferiority, shame and insecurity felt by the black bourgeoisie and his/her attempt to escape into a world of make-believe to gain a "pseudo" sense of identification.

Methodology

Freire, P. (1970). Pedagogy of the oppressed. NY. Herder and Herder.

It is almost impossible to study liberation education and not come across the work of Paolo Freire. This seminal work is a classic in liberation education and the ideas found within are further developed in his other books: Pedagogy for liberation; Education for critical consciousness; The politics of education: Culture, power and liberation, and indeed any other work of Freire. Paolo Freire was concerned about the oppression of Brazilian peasants and saw the cycle of oppression continued by their powerlessness in language. He empowered them by developing a method for teaching them to read in just forty hours. He called this whole process *conscientization* and criticized traditional Western models of education for being, in his works, necrophilic and oppressive. In this important work, Freire critiques the 'banking style' of education, so typical in the west, and proposed a new pedagogy, a liberative style of teaching which truly empowered the student, academically, politically, and socially. His writings are intimately tied up with his work as a priest and educator in Latin America. His work is of particular interest to us here, since his philosophy and pedagogy transfers relatively well to the inner-city, where minority students experience a similar oppression.

Politics

Freire, Paulo. (1985). The politics of education: Culture, power and liberation. South Hadley, Mass: Bergin & Garvey

In this book, the author noted that education represents both a place within and a particular type of engagement with the dominant society; thus education for the author represents a struggle for meaning and a struggle over power relations (Freire, 1985). He further suggests that education represents a form of action that emerges from a joining of the languages of critique and possibility. Moreover, according to the author it represents that need for a passionate commitment by educators to make the political and more fundamental part of a social project that engages forms of oppression but also develops a deep and abiding faith in the struggle to humanize life itself. Freire also introduces the idea that the new sociology of education only emerged in full strength in England and the Unites States in the early 1970's as a critical response to what can be called the discourse of tradition al educational theory and practice (Freire, 1985). According to Freire, in the discourse of the new sociology of education, traditional educational theory suppressed important questions about the relationship among knowledge, power and domination. The radical critics on the other hand within the new sociology of education provide a variety of useful models of analysis to challenge traditional educational ideology (Freire, 1985). Freire further suggests that schools were analyzed primarily within the language of critique and domination. At that time, according to the author, schools were viewed primarily as reproductive in nature, thereby failing on according to the left critics to provide a programmatic discourse through which contrasting hegemonic practices could be established. Therefore the agony of the left was that its language of critique offered no hope for teachers, parents, or students to wage a political struggle within the schools themselves (Freire, 1985).

Linguistics/Method.

Freire, P., & Macedo, D. (1987). Literacy: Reading the word & the world. Massachusetts: Bergin & Garvey Publishers, Inc.

The book discusses literacy as a form of cultural politics and analyzes literacy as a tool to disempower or empower. Freire emphasizes that we cannot teach literacy from only a technical basis (learning the phonics), and must include that context or culture of the learner. Freire and Macedo divide the book into three parts. Part one discusses his theory of literacy. Part two provides descriptions of Freire's successful literacy programs in several African countries. The third section critiques old ways of looking at literacy and gives new alternatives.

Whatever Freire says concerning how to teach is salient to the African-American child. Anyone serious about lifting up the oppressed and helping these learners take ownership of their world must study Freire's philosophy of education. His method requires teachers to learn from their students in a continual exchange and analysis of ideas. Other qualities of the effective teacher are respect for the student and their culture. These qualities create a safe space where the learner and the teacher learn. He feels that teaching literacy is the key to knowledge. Teachers must be, he says, politicians, artists (creators), and knowers. They must also be critical of their own frameworks. Freire compels us to examine if we are reproducing the system or helping the learner to recreate their world using their own language.

Power schools/teaching

Frieberg, H.J. **(19??).** A school that fosters resilience in inner-City youth. The Journal of Negro Education,62(3), 364-376.

This article is about the success of one particular school that was originally being studied along with nine other schools to observe the effects of a range of improvement efforts. One particular program which was implemented was called the consistency management approach. This program was designed to "reduce the disciplinary problems that deprive teachers and students of valuable instructional time" (page 367).

With the Consistency Management program the responsibilities of discipline are given to the students. Students take on leadership roles in the classroom by applying for various job positions in their classroom. Students usually get to work on a job for about three to six weeks, and they are never fired from a position. This new program assisted the school in alleviating its corporal punishment by the first year.

There were other areas in which the school saw improvements. There was a problem with absenteeism; however, this was reduced by giving those teachers and students with good attendance records the recognition that they deserved. At the beginning of each school year, the students and teachers came together and created what they called a "Classroom Constitution." This replaced the ineffective prearranged class rules handbook. Because the students helped to create the rules for their classroom, they were more apt to follow them. Another facet of the program that was incorporated was the singing of traditional African American songs after the national anthem to help motivate the students and develop their cultural pride.

In order to keep the program running and to be cost effective, every year first year teachers were trained by second year teachers. Support was also sought from the community to help develop such things as magnet programs and summer enrichment programs. One problem that the school faced was that once the students of more prominent community leaders began attending the school, the school lost some of its funding.

Health (substance abuse)

Friedman, A. S.; Bransfield, S. A.; Tomko, L. A.; & Katz, S. H. (1991). Early childhood and maternal antecedents to drug use. Journal of Drug Education, 21 (4), 313-331.

Studied the substance use/abuse histories on a community sample of 640 individuals (mean age 24.9 yrs) randomly selected from 8,000 Philadelphia Black Subjects who had been studied comprehensively from birth to 7 yrs of age in the National Collaborative Perinatal Project. It is postulated, from some of the many significant associations found between early life variables and substance use./abuse in early adulthood, that an infant is at risk who has the following combination of characteristics and family situation: outgoing, responsive, assertive or impulsive, or willful, and who is in an unfavorable family environment with a mother who is generally negative toward the infant, has a larger number of small children, has had more fetal deaths, and is in a generally poor social environment. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Sociology

Frontline. The Confessions of Rosalee. PBS, May 1995.

This documentary explores the inter-relationship between poverty, race, and family in inner-city Washington, D.C. African-American reporter Leon Dash, spent four years interacting with 59 year old Rosalee Cunningham, a self-confessed heroin addict, prostitute, and shoplifter, and single mother of eight children. His interactions were the basis for a series of articles that ran in The Washington Post. They won him a Pulitzer prize.

Three generations of the family are explored using photographs, videotaped interviews in the subject environment, and interviews of others who know the family. The story highlights the creative family unit developed. Frontline mentions that at the time the story ran, it sparked both empathy and anger at Rosalee's dependence on the welfare system. Many middle-class African-American were angry with the publication, feeling that in reinforced America mainstreams negative stereotypes of Blacks. Rush defends this by pointing out that the African-American community is represented by an overwhelming underclass, and that it is foolish to ignore this segment of the population. He felt lessons could be learned by Rosalee's experiences. There ware some shocking disclosures. In particular, Rosalee's prostitution of her 11 year-old daughter, who is presently in prison, was heartbreaking.

The viewer is left with the picture of Rosalee, now HIV positive, returning to her church after many years, where she is embraced and forgiven. It is a powerful reminder of the strength in spirituality and community that African-Americans possess. The ethnographic viewpoint provided by Dash portrays realistically the impact of poverty on life experience. This makes it an important addition to African-American resources.

Psychology

Fuller, T. (1992). Masked depression in maladaptive black adolescents. School Counselor, Sep, v40 (1), 24-31.

Investigated the extent of depression in 27 middle-class, Black adolescents (mean age, 14.5 yrs) attending a program for adolescent development (PAD) in a public school for emotionally disturbed adolescents. PAD Subjects on the Children's Depression Scale were compared with those of 51 Black SES-matched controls (mean age 13.2 yrs) from a regular education program PAD Subjects manifested a higher degree of clinical depression than did controls. 85% of the PAD Subjects were from dysfunctional families. Counselors are urged to test for depression in clients diagnosed as having childhood maladaptive behaviors (e.g., conduct disorders, attention deficit disorders) and to consider the family dynamics of depressed children. The assessment and treatment of depression in adolescents is discussed. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Health/ Racism

Funkhouser, S. W. & Moser, D.K. (1990). Is health care racist? Advances in Nursing Sciences, 12 (2), 47-55.

The authors maintain that health care inequalities are based on racism. Given are three historical time periods and that economic system of those times. Previous traditional solutions have done little to impact the problem and the article calls for changes via a restructuring of the health care system and research. Gives a nursing approach to racism in health care, & provides possible solutions.

G's

Linguistics/Method. (reading)

Gadsden, V. L. (1996). Designing and conducting family literacy programs that account for racial, ethnic, religious, and other cultural differences. Family Literacy: Directions in Research and Implications for Practice. http://www.ed.gov/pubs/FamLitdesign.html.

Those who teach must begin to focus on the issues of race and culture and accept responsibility for seeking out this information. This paper focuses on the implications that race and culture have for instruction in family literacy programs.

The author claims that family literacy programs that focus on children and adults are one of the fastest growing educational efforts in the country. However, these programs differ dramatically depending on the context, and many complain that it is difficult to see how to make these programs work given the variety of purposes and interpretations of the concept of family literacy.

The author feels that family literacy programs need to reaccess their purposes, and seek to understand the culture and socialization of the learners and create learning processes that respect their culture. Teachers can begin by obtaining information about the learners' ethnic and cultural beliefs and assessing ways that their worldview can be incorporated into the curriculum and the classroom experience.

The paper is divided into four sections: Conceptualizing Family Literacy, Cultural and Social Practices of Families, Practical Concerns for Programs, and Considering Differences and Commonality for Teaching and Learning.

The author concludes by summarizing the purpose of family literacy programs, and reemphasizes the importance of designing family literacy programs that integrate historical, cultural, and racial issues.

Linguistics

Garcia, R.L. (1990). Deep drinking: Rx for teaching English without ethnocentrism. The Clearing House, 63, 318-321, 1990.

Garcia's article provides English teachers with ideas for teaching Language Arts in a nonethnocentric manner by using two salient concepts originally developed by anthropologists. These two concepts are cultural relativism and cultural borrowing. Cultural relativism requires that one attempts to perceive another culture from the perspective of people within that culture. Storytelling is an activity teachers can use to teach cultural relativism. Cultural borrowing are especially evident in vocabulary items. For example, much American "cowboy lingo" was initially derived for the period of Spanish domination form 1595-1848. Examples of Spanish ranch words found in English today are: bronco (bronc), chapareras (chaps), estampids (stampede) etc. According to Garcia:

> English teachers face a unique problem with ethnocentrism. They must teach literacy in Standard American English (SAE)...they may

> unwittingly imply SEA, or literature written in SEA, is the only appropriate language for social or literary expression. Students may infer that, because SAE plays such a central role in the English classroom, it is inherently the best language. Students may not realize that SAE is best with sociolinguistic parameters, that is, what determines the superiority of any language is a test of communicability. The language that communicates most effectively within a specific language community is the superior language. Language superiority, or inferiority, is not innate within language; rather the rank of status of a language is relative to the setting, purpose, and language community for which it is used (p. 318).

Psychology (Self Concept/Self Esteem/Identity)

Garcia R. F. (1992). Students' perceptions of the classroom climate: A descriptive research study. (Report Nol. UD-028-911). U. S., Illinois. (ERIC document Reproduction Service No. ED 353 347).

In this study, classroom climate was measured to determine factors that would encourage self-concept and higher achievement. 185 fifth and sixth grade students that attend the Philip Sheridan Elementary School in Chicago took the 60 item Classroom Climate Checklist (CCC). The students were African American and Hispanic American from low-income neighborhoods where unemployment and gang activity were high. Two of the three measurements taken seemed to be controlled by the teacher. Th two highest measures were that the teacher makes the subject interesting and the teacher encourages questions (72 percent on both). The third highest positive item was the fact that the students were encouraged to help each other.

Power Teaching/Method.

Garibaldi, A.M. (1992). Educating and motivating African American males to succeed. Journal of Negro Eduation, 61 (1), 4-10.

This article highlights educational solutions developed to examine school retention, expulsion, suspension, and academic achievement of the African American male students. These solutions may reverse the negative trends that have become widely associated with African American males. Garibaldi reviews three studies conducted in New Orleans Public Schools, Prince George County and Milwaukee Public Schools. The results of these studies brought to the forefront, that academic failure of African American males begins early and eventually leads to their becoming disinterested in the schools and eventually dropping out.

Garibaldi acknowledges that systematic solutions are needed to motivate, encourage and reinforce more young black men to do well in the classroom. He suggests ten of the fifty recommendations from the New Orleans Public School Study, as strategies to improve curriculum. He feels that if we expect to substantially alleviate the adverse conditions faced by African American males we must have a strong commitment and educational leadership.

Schools

Garlington, J. A. (1991). The story of a project involving African American families in the education of their children. Washington, D. C.: National Committee for Citizens in Education.

This document is not an official guide book, but it contains valuable information about how to work with urban youth. It describes the With and For Parents program which is a dropout program focusing on parent involvement. The program began in 1987 with a group of 156 parents of sixth graders at the Harlem Park Middle School in Baltimore Maryland. The study also included a matched control group. The study followed the groups through high school graduation. Throughout the program, information was presented to parents about the consequences of dropping out of school. At the end of the program 109 students from the experimental group remained in school and only 80 of the 151 students from the control group were still followed.

The study did not reveal overall improvements in academic achievement and attendance, but individual successes were apparent and directly affected by program interventions.

The program staff feels that the program showed the potential for parents from low-income backgrounds to participate in their children's education, and that this active participation does make a difference in increasing the success of children whatever their background and income level.

Sociology/Economics

Garmezy, N. (1991). Resilience and vulnerability to adverse developmental outcomes associated with poverty. American Behavioral Scientist, 34 (4), 416-430.

Investigates literature that seeks to identify "protective" factors that seemingly enable individuals to circumvent life stressors. These factors include the dispositional attributes of the individual, family affectional ties, and external support systems. The patterns of high achievers include frequent school contact initiated by parents; the child's exposure to stimulating, supportive school teachers; and infrequent family conflict. The attributes of competent, black disadvantaged children include social skills, a self-perception founded on a sense -of power rather than powerlessness, and cognitive skills and styles that differentiate them from their less competent peers. Schools that enhance cognitive and social competence show concern with academic and work-oriented goals, express appreciation of good work, and maintain a prosocial atmosphere. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Psychology

Garretson, D. (1993). Psychological misdiagnosis of African Americans. Journal of Multicultural Counseling and Development, 21, 119-126.

This article provides insight into the underlying issues related to the misdiagnosis of African American clients by framing the issue in understanding the African worldview and the client's unique system of values, beliefs, and frame of reference. The authors stress the importance of White counselors becoming aware of their own Eurocentric worldview and their biases. This article is significant because it underscores the importance of culture as opposed to racial distinctions and specifically links African American behaviors to the effects of oppression. The authors also include career development strategies to assist black clients in reaching their full potential.

Psychology (identity)/Criminal justice & violence

Garrett, D. (1995). Violent behaviors among African American adolescents. Adolescence, 30 (117), 209-215.

This article examined factors contributing to African American adolescents' behavior and suggested some ways to deal with these problems. According to Erikson, there are eight stages of human development and certain crises occur in each stage. In the case of adolescents, the crisis is one of identity versus identity diffusion. Identity is especially important for African American adolescents because they also have to deal with racism, poor education, and a lack of employment opportunities. Gang membership often gives the African-American adolescent that sense of identity. The violent behavior associated with gang activity is a result of frustration. African-American adolescents also suffer from adolescent egocentrism which causes them not to see the effects of their actions on others. Several intervention ideas were presented. The public should take an empathetic approach, not a punitive one, in dealing with violent African-American adolescents. This should be done by implementing programs which increase education and employment opportunities. Mentoring programs and assertiveness training classes could also be beneficial.

Education

Gary, L. E. & Favors, A. (Eds.). (1976). Restructuring the educational process: A black perspective. District of Columbia: Howard University, Institute of Urban Affairs and Research.

A sociopsychological book of essays pointed at the development of the educational system of America and how it affects black children. There are three sections: 1) "Some Relationships Between the Black Self-concept and American Education"; 2) "Afro-American Lifestyle and Educational Development"; 3) "Curriculum and Student Development." In the first part, Louis Powell addresses the issue directly. Power "show(s) how concomitant of public education, conflicting racial self-identification, operate as a negative influence on Black personality development." In part two, Ella M. Johnston writes about "Restructuring the Educational Process in Public Schools: Strategies of Organizational Development." In this essay, the reader discerns the issue of schools which do not know how to manage or cater to the educational and partly social needs of a new set of black students who are poor. In the last section, Gloria D. Scott discusses in "Teacher Attitudes and Perception: The Impact on Achievement of Black Learners," the problem of schools which reflect its particular environment. Many times, as Scott postulates, schools that are situated in poor black communities promote goals which do not mirror its district. This book perpetuates new, empathetic arguments on black educational development and how educational institutions can better serve "a new set of Black students."

Media

Gates, H. L., Jr. (1989, November 15). The colorization of T.V.: From "Amos" to "Cosby," Black images are unreal. The Atlanta Constitution.

This article traces the history of African Americans and how they are portrayed in film and television. The article also illustrates how the role portrayed identifies with the everyday life of African Americans. Furthermore, the article views the pros and cons of the portrayals as they relate to the actual social and economic lifestyles of African Americans.

Learning Styles/Power Teaching

Gay, Geneva & Gilbert II, S. E. (1985, October). Improving the success in school of poor black children. Phi Delta Kappan.

Authors Gilbert and Gay provide suggestions on ways of reducing conflict when the school culture comes up against the urban black culture. These authors suggest that teachers need to understand their own and their black students' cultural attitudes, values, and behaviors that impinge directly on the instructional process. Once this understanding is achieved, teachers can then modify some of the procedures for teaching and learning to better accommodate black cultural styles. Several areas of conflict between the culture of urban black and that of the school are especially important for translating general principles of school effectiveness into the specific context of poor, urban schools. Furthermore, the authors suggest that areas include learning styles, interational or relational styles, communication styles, and perceptions of involvements. Achievement results from individual, and often competitive, efforts. Primary attention in instruction is given to factual details and in evaluation, to personal performance. The speaking and listening style of black culture is another source of misunderstanding and conflict between black children. Gay and Gilbert state that black students are accomplished verbal performers within the rules, settings, and protocols of their own cultural communities. They learn by listening and demonstrate their learning by speaking. Thus there is a dual conflict in communication styles between black culture and school culture: written versus oral and direct verses dramatic. When black students are challenged to demonstrate their achievements in written form, they must first engage in a process of translation from an oral expressive mode to the written form before they can begin the actual task. A fourth source of conflict, suggested by Gay and Gilbert, is between the cultural norms of the school and those of black culture has to do with the issue of involvement in the instructional process. Two process are essential for creating culturally sensitive procedures and strategies to improve the success of black students in school. The authors feel that educators cannot begin to think seriously about how to teach academic skills to black students within the context of a black cultural environment until they eliminate their negative biases toward black culture and the community. Teachers and principals (according to Gay & Gilbert) can improve black students''test performances by creating test-taking environment that lessen the need to shift styles of performing by doing the following: (1) by having students and testers become familiar with each other before the test, (2) by using practice drills to familiarize students with the routine of testing (3) by teaching study skills for use of test taking, (4) by desensitizing students to the stress of test taking through relaxation and concentration skills, (5) By teaching students to manage their time during testing.

Linguistics

Gay, J.; Tweney, R. D. (1976, May). Comprehension and production of standard and Black English by lower-class Black children. Developmental Psychology, 12 (3), 262-268.

72 lower-class kindergartners, 3rd graders, and 6th graders were given grammatical contrasts and production tests. Subjects had to comprehend stimulus sentences with contrasting grammatical characteristics in Black English and standard English and had to spontaneously produce sentences when shown stimulus pictures. Results indicate that comprehension of both easy and hard contrasts in Black and standard English decreased significantly with age. The results, though, may only be applicable to older children, since young children seemed to be heavily influenced by semantic factors. The results are consistent with previous results suggesting that black children "code switch," although the effect of semantic constraints on young Black English speakers needs to be further investigated.

Health, Psychology(development)

Geber, M. (1988). The psycho-motor development of African children in the first year, and the influence of material behavior: Medical Research Council's Infantile Malnutrition Un 7, Mulago Hospital, Kampala, Uganda. Journal of Social Psychology, 47, pp. 185-195.

Article provides the results of a study of 308 children residing in West Africa. In regard to their psychological state, the author maintains that precocity was in motor development and intellectual development. Also, a child's behavior, precocity and upbringing are closely related. The author acknowledges that the instruments that were used to test these children were used primarily in a similar way. European children used them. The difference lie in the fact the Uganda children succeeded in these test before European children.

Psychology/Health

Gennaro, S.; Tulman, L.; Fawcett, J. (1990, April). Temperament in preterm and full-term infants at three and six months of age. Merrill-Palmer Quarterly, 36 (2), 201-215.

Examined temperament differences in 60 preterm infants and 40 healthy full-term infants at 3 and 6 mo. Temperament was measured by J. E. Bates's (1984) Infant Characteristics Questionnaire. High correlations among several sociodemgraphic and perinatal variables resulted in the use of race as a proxy variable and the creation of 3 groups of mothers for data analysis: 12 White preterm, 47 Black preterm, and 38 White full-term mothers. The preterm infant groups were generally rated more difficult than muted-term infants at both 3 and 6 mo. All infants were generally rated as less difficult at 6 mo than at 3 mo. Type of delivery and infant gender were not related to temperament ratings. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

General/Miscellaneous

George, Nelson. (1992). Buppies, b-boys, baps and bohos: Notes on post-soul black culture. New York: Harper Collins.

This book provides the reader with a vast amount of information on the history of rap music and R & B in a conversational and witty style. Most of the essays are reprints from a column Nelson George has in New York's The Village Voice newspaper. George seems to have been actually on the scene during many of the "happenings" he describes. He knows all the names of the people and places as well as dates and dynamics.

In other essays throughout the book, he interprets the meaning and significance of Spike Lee's films, Toni Morrison's novels and Tracy Chapman's folk songs. He has a series of essays that examine the realities for Black men in America.

Power Teaching

Geribaldi, A. M. (1992). Educating and motivating African American males to succeed. Journal of Negro Education, 61 (1), 4 - 10.

This article highlights educational solutions developed to examine school retention, expulsion, suspension, and academic achievement of the African American male students. These solutions may reverse the negative trends that have become widely associated with African American males. Geribaldi reviews three studies conducted in New Orleans Public Schools, Prince George County and Milwaukee Public Schools. The results of these studies brought to the forefront, that academic failure of African American males begins early and eventually leads to their becoming disinterested in the schools and eventually dropping out.

Geribaldi acknowledges that systematic solutions are needed to motivate, encourage and reinforce more young black men to do well in the classroom. He suggests ten of the fifty recommendations from the New Orleans Public School Study as strategies to improve curriculum. He feels that if we expect to substantially alleviate the adverse conditions faced by African American males we must have a strong commitment and educational leadership.

Psychology (self esteem)

Gibbs, J. City Girls: Psychosocial Adjustment of the Urban Black Adolescent Females. Sage, 2 (2), 28-36, 1985.

Self-esteem is often defined and measured in many ways. Gibbs had previously done research that supported his theory that the type of black identity is correlated with self-esteem. To add to his theory, Gibbs asserts that the attitude of significant others toward a person is an important factor in self-esteem. Those who are commonly significant to the person are often in the same ethnic group. This allows a common social group and encourages a black context and identification. This was about the African woman, which many agree have a high self concept, but it can also apply to African males also. The social comparisons that are normal in life do provide a basis for identification and self-perception.

Sociology

Gibbs, J. T. (Ed.). (1988). Young, black, and male in America: An endangered species. Auburn House Publishing Co.

Contrary to Losing Ground, the collection of essays in this book, edited by Dr. Jewelle Taylor Gibbs, is focused on Black males and largely written by Black scholars. The writings by Black scholars, however, do not automatically make this book relevant, but the manner in which they present and interpret their data does. Although Dr. Gibbs could have used a few Afrocentric scholars, she has done a commendable job in putting together a significant resource document. Also, this book has become the centerpiece for examining the social factors which are placing so many of our young Black males at risk. The book contains a proliferation of data that examines almost every conceivable problem facing Flack males. Each problem is thoroughly documented with sufficient graphs and charts. The chapters on education and achievement, employment and unemployment and teenage fatherhood are particularly notable. Also, the chapters on public policy and recommendations make this book more than just an examination of the problems impacting young Black males, but a call to do something about correcting them. --Useni Eugene Perkins.

Politics/Violence

Gibson, K. (1989). Children in political violence. Special Issue: Political violence and health in the Third World. Social Science & Medicine, 28 (7), 659-667.

Asserts that there is an urgent need to conduct research into the effects of political conflict on children growing up in South Africa. This paper discusses international literature that may be relevant to researchers in this area. The 1 st section assesses the usefulness of the background literature on children in war and disaster situations. The 2nd section outlines some of the clinical effects of political conflict on children. The 3rd illustrates some of the ways in which intrapersonal, interpersonal, and contextual factors play a role in the stress process. The 4th section incorporates previous discussion into a model for understanding the effects of political conflict on children and offers a brief critique of some of the existing research. The final section explores the implications of the international literature for the South African researcher. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Psychology (identity)

Gibson, Cynthia M. (1993). Empowerment theory and practice with adolescents of color in the child welfare systems. Families in Society, 74 (7).

Citing the fact that more than one-half of all children in foster care are children of color, Cynthia Gibson proposes that there is a need for a renewed focus on the specific needs of children of color. Gibson advocates the use of an empowerment-based model of care which would stress "mastery of the environment, self-determination" and social awareness. The focus of the article is upon exactly how this empowerment model might be applied to work with adolescents of color. Gibson does not present a rigid, structured program to be applied to children of color as some panacea. Instead, the author provides a skeletal outline that serves as a basic guideline for foster care staff. As each child requires a different approach to his/her particular needs, the empowerment-based program would be applied in the manner most appropriate for the specific child's needs. Gibson concluded that this model will help facilitate the development of racial identity within children of color in the foster care system.

Power teaching/Rites of Passage

Gilbert, R., & Tyehimba-Taylor, C. (1993). The ghetto solution. WRS Publishing.

The belief held by many that boys need to be guided through adolescence to adulthood by older and committed men has gained much credibility in the Black community. The authors of The Ghetto Solution have great faith in this belief and believe that the "Rites of Passage" could well be the panacea to the problems that are endangering the lives of many Black boys. One author, Roland John Gilbert, a former inmate and recovering drug addict, after becoming a successful businessman and a born-again Christian began to devote his life to helping young boys. With the assistance of his wife he founded the SIMA, Inc., a rites of passage program for boys modeled after the Massai tribe in Kenya. (It should be noted, however, that during the sixties SIMBA groups had been organized in Detroit, St. Louis and several other Mid-Western cities.)

The Ghetto Solution describes how SIMBA has changed not only the lives of the youth it serves but also the adults who serve as role models and mentors.

Whether or not Rites of Passage programs are, in fact, the solution to the problems that fester in the Black community is debatable. But we can say with some accuracy that the reason we have so many dispossessed and dispirited men is because most had few positive role models when they were young. --Useni Eugene Perkins.

Curriculum/Method.

Giles, R. H. Jr. Black studies curriculum, methods and materials. Black studies programs in public schools, 22-60. New York: Preger Publishers, Inc.

Giles begins with the suggestion that those who are developing curriculum materials and content in the area of black studies should be familiar with the concept of race and racism. The purposes of a black studies curriculum should be to revise the biased picture of American history. A second purpose is to develop ethnic pride and identity for black children. A third purpose is to improve relations among all groups by examining the reasons for prejudices and the results.

The contributions of black Americans should be emphasized as they relate to an enriched American experience. Another area that should be part of the curriculum is that of the African backgrounds, which represent a heritage of most African Americans. The origins of West Africa culture and customs are especially important because the majority of African slaves came from that region of Africa.

This chapter discusses the idea that there were many gains as a result of the civil rights movement, and there are still great limitations for black youth.

A black studies curriculum should not only create positive self-concepts, but should also enable students to bring about community change.

Curriculum

Gill, W. (1991). Jewish day schools and Afrocentric programs as models for education African American Youth. Journal of Negro Education, 60, (4), 566-580.

Argues for the consideration of alternative strategies for educating African American students. Maintains that the success of non-traditional schools such as Jewish day schools and Afrocentric educational programs have implications for educators who seek to assist black student achieve not only positive self-concept development but academic success as well.

This article gives an historical overview of Jewish Day School, the school curriculum, parent involvement, and the societal implications it has for educating African American youths. Gill feels that the challenge is to apply the Judaic centered and to an Afrocentric model of cultural transmission.

The Jewish Day School and Afro-centered schools have a record of successful achievement in student cognition and the continuity of skills. Their emphasis on moral and spiritual development has enabled them to better inculcate positive self-concept behaviors and academic achievement among the students at levels exceeding the public schools. The poor academic achievement of the African American children stems from the use of curriculum and instructional approaches that do not reflect the learning styles of non-white students. The notion that all children can adjust to European American needs and specifications has proven to be inadequate.

Many characteristics of the Jewish educating and nontraditional approaches are suitable for developing formal curricula for African American students. The Jewish Day School and Afrocentric models should be given consideration for alternative strategies to counter the abrasive effects of simulation.

Curriculum (math)/ History

Gills, R. J. (1972). Mathematics in the time of the pharaohs. New York: Dover.

If there were one single attribute of human intellect which would most clearly indicate the civilization of a race, it would be the power of close reasoning, which was exemplified by the ancient Egyptians. This is the theme of Gills' largely historical and mathematical treatise of the high level math skills possessed by the Kemetians (ancient Egyptians). He reasons that their design of extensive irrigation canals, their erection of great storage granaries, the organization of their armies, the building of seagoing ships and the levying and collecting of taxes were proof of the Kemetians' mathematical knowledge. What he is asserting is that a new more proper way of teaching math, based on the Kemetic method, should now be evaluated in terms of merit to society, not on the basis of race.

He effective breaks down the G rule in Kemetian math, the two-thirds table, and addition and subtraction. His evidence supports the claims that blacks invented many mathematical operations.

Schools

Gilman, D. A. (1992). Correlates of a degenerative school. Contemporary Education, 63(2), 89-90.

This article discusses correlates that cause schools to be ineffective. Some correlates of schools in trouble include: perks for a few, faulty communication; an adult-centered program; indulgence of special interest groups; lack of cooperation, warehousing of personnel, incompetent consultants, imperial leadership, personal relationships among personnel, literal interpretation of technicalities, incoherent control, misuse of media, and lack of parental involvement. As schools strive to become more effective, they must prevent these or other correlates which may impede gains made by successful schools. The importance of this article is its significance to politics, knowledge and values.

Psychology (testing)

Ginsburg, H. (1972). The myth of the deprived child: Poor children's intellect and education. Englewood Cliffs, N.J.: Prentice Hall.

Ginsburg takes on the task of describing and evaluating the various psychological research and theories espoused concerning poor children's intellect. The author takes a critical look at theories that are racist and otherwise pedagogically unsound. In sum, the book's aims are these: to critically review current psychological views on the intellect of children in a low socio-economic status, to analyze the psychological assumptions underlying several attempts to reform education, and to describe psychology's potential contribution.

Ginsburg relates that academic failure and success are as much bound up with city politics, the community's values, and the teacher's moral sensibility as they are with the child's perception or his motivation. Three of the several theories and approaches that he analyzes are the open classroom method, the traditional class method and Project Head Start.

Curriculum

Giroux H. A. (1988). Social education in the classroom: The dynamics of the hidden curriculum. Teachers as intellectuals: Toward a critical pedagogy of learning. 21-42. Granby, Massachusetts: Garvey Publishers, Inc.

Giroux states the relationship between the school systems bureaucracy is highly connected to the economic and political institutions of this country.

Giroux states that educators and developers should understand the differences be tween the official curriculum and the hidden curriculum. The hidden curriculum exerts a more powerful influence on students, socializing the students to practice values and beliefs of the larger system while de-emphasizing all other cultural influences.

Giroux sees a shift in the direction of the social studies curriculum from a technical sociopolitical perspective. This shift is directly related to ideas of justice. He sees the social education of students moving towards a direction of ethics, excellence, and responsibility. He views schools as currently serving conservative curricula, which socialize students to conform to the expectancy of dominance.

Giroux believes that social studies curriculum should link skills to active participation and critical thinking. He sees the classroom as a foundation for developing a collective democratic voice, diminishing egotistical individualism.

To implement these changes, he sees a need to minimize the hidden curriculum. Practices such as ability tracking should be eliminated. Classrooms should be heterogeneous, and students should be given the opportunity to direct the learning process. He sees the formulation of contractual cooperative learning settings, where students collaborate with teachers and each other to guide, develop, and evaluate the learning process.

Schools & Administration

Gladden, E.; Gladden, J. B. (1988). The Dunbar Chronicle: A Case Study. Journal of Negro Education. 57 (3) 372-392, 1988.

Gladden discusses the importance of a principal's duty as a manager, motivator, and all around leader. Gladden says, "leadership (change) and management (stability) are paramount functions of a principal. Reduction in management activity coupled with an increase in leadership role is absolutely essential if school improvement is to be attained:. Gladden insists that the role of the principal is as follows: 1. Instructional and Maintenance Improvement encourages teachers, for instances, to better prepare their students for standardized tests. Teachers, in addition, are to instill pride in low-esteem students; 2. Pupil Development and Services reaches out to students, invoking school pride; and last, Administration of Facilities and Finances accommodates teachers and students by either building or creating somehow more room(s) for more students. Theses components are simply some of the "program goals" designed by the principal of Dunbar High School. The goals are to provide students verbal, mathematical, and cognitive skills so they can succeed on college entry and job entry examinations. Gladden maintains that participation from the principal [especially], faculty, staff, and students, any school can do well on any level. Dunbar is a nationally known school for its academic and especially its athletics.

Economics/Sociology

Glasgow, D. G. (1981). The black underclass. Vintage books.

Before the term "underclass" became fashionable, this book was the generic document for explaining the economic plight of many unemployed young Black males. Its location is in Watts and the author documents what happens to a group of Black males after the "Watts Riot" in 1965. Dr. Glasgow's intensive research follows these males for 10 years and is able to delineate how they survived despite being jobless, lacking in social skills and rejected by many social institutions. Dr. Glasgow's findings are compelling and places blame for the entrapment of these young men on the failure of schools to properly educate them and the chronic unemployment that it breeds. The reader will find few books that will match The Black Underclass' uncompromising assessment of the reasons Black males are being systematically programmed for failure. --Useni Eugene Perkins.

Methodology & pedagogy

Golden, M. (1995). Saving our sons: Raising black children in a turbulent world. New York: Doubleday.

The author, Marita Golden, in a conversation with a friend about their sons that centered on how the world perceives AfricanAmerican males, suddenly came face to face with some very serious realizations. They were made to realize that their sons were facing a world that had become very cold and dangerous. The world was now facing drive-by shootings on a daily basis, parents are expressing concerns about the explicit lyrics in the songs that their sons are now listening to, and of course the exploitation of African-American males in the sports industry continues to be a major concern. During, this conversation, the author came to the realization that something had to be done immediately.

In a very small way, the author's contribution to getting something started began with her own son. She immediately removed her son from the public school in the Washington D.C. area and enrolled him in private school. The thought behind the move was to prepare him mentally for the horrors that the real world had to offer him. The author expresses the fact that our children need a lot of love and affection and that we should embrace all the children, not just our own.

Psychology (development)

Gomes, P. G.; Mabry, C. A. (1991). Negotiating the world: The developmental journey of African American children. In J. E. Everett, S. S. Chipungu, B. R. Leashore (Eds.), Child welfare: An Africentric perspective (pp156-182). New Brunswick, NJ: Rutgers University Press.

(from the chapter) reviews theoretical and research approaches to child development; provides an overview of the stages of child development; analyzes the socialization role of the African American family; examines the impact of education during the development process and suggests intervention strategies to enhance the maturational processes of the African American child. the goal is to provide information to and enhance the awareness of those dedicated to fostering the optimal growth and development of African American children.

Method/Curriculum

Gomez, Rey A. (1991). Teaching with a multicultural perspective. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Illinois. (ED339548).

Teaching with an emphasis on the appreciation for other cultures helps learners to understand and accept their uniqueness and the uniqueness of other cultures.

Children easily absorb the negative stereotypes and beliefs about other ethnic groups and cultures that are perpetuated by the adults around them. Even infants are able to recognize the differences around them and are affected by the opinions and behavior of their care givers. Early childhood educators can positively affect the attitudes of children towards other ethnic groups by learning about and including knowledge about the cultures represented in the classroom.

Teachers must emphasize the similarities among all cultures. Teachers can help to alleviate stereotypes by presenting activities that promote similarities. Circle time is very effective in helping children to have a feeling of belonging to the group, and introduces the children to the various cultures represented in their class.

All cultures should have equal focus so as not to exclude one at the expense of other ethnic group. Children from different cultures must make major behavioral adjustments to meet the school system's expectations. The teacher should do whatever is necessary to assure the child that these adjustments are not a result of cultural stereotypes.

The article lists several myths that are normally associated with multicultural education. Care givers, teachers, and parents should become familiar with these myths to improve their approaches and teaching techniques.

Myth One: Other cultures should be presented as different in reference to the dominant culture

Myth Two: Bilingualism is a liability, not an asset

Myth Three: Multicultural Education is only relevant in classes where there are members of the cultural or racial groups to be studied

Myth Four: There should be a separate curriculum for multicultural education.

Myth Five: Activities alone which are not placed in an explicit cultural context, constitute viable multicultural education curriculum.

Multicultural education is a perspective and not a curriculum. Teachers must face the reality that they have prejudices, they are affected by prejudices and stereotypes, and they do not see all children as equally appealing. We must recognize these faults and seek to change our attitudes by accepting all children just as they are.

Multicultural education suffers because care givers and teachers are not taught how to recognize when a child is being victimized because of cultural and racial differences. To change people's oppressive ways, we must learn about oppression. Teachers and parents must promote a positive self-concept, and focus on activities that highlight the similarities and differences of all children's lives. Children's role play helps in this effort, as well as literature where children discover that all cultural groups have made significant contributions to civilization.

As this country becomes filled with more people of color, the need for understanding and accepting differences among people is extremely important. One critical key to helping children develop a positive sense of being, feeling valued, and being respectful of people from other ethnic and cultural groups is the early childhood teacher.

Power Teaching/Methodology
"Good Morning, Mrs. Tolliver", Video.

Mrs. Tolliver is a New York innercity school teacher who uses creative strategies to teach geometry to her elementary school students. As a part of Mrs. Tolliver's instruction, she takes her class on field trips within the innercity which allow her students to apply the knowledge they have acquired in the classroom.

Media
Goodwin-Barnes, T. & Massey, D. (1994, December). The Image America Sees, Image, 40-43, 42.

This short but comprehensive overview of the role of African-American males in film provides historical information as well as contemporary realities. Once Hollywood stopped hiring white actors to play black characters by dressing them in blackface, we began to see the black male as "entertainer" in film. Some of the pioneers in multidimensional black film were filmmakers Spencer Williams, the Johnson brothers and Oscar Micheaux and actor Paul Robeson.

Some of the phenomena discussed are the black male as "buddy "as we see in Danny Glover's character in the film in which he partners with Mel Gibson. We also see the "safe Negro" as well as the Tarzan syndrome in which the white character is placed in a foreign environment and very quickly gains control of everything and everybody (such as in The Power of One and City of Hope).

After a brief discussion about the Black exploitation films of the 1970's, the coming of a new era with Spike Lee's entrance into the film world with She's Gotta Have It, and the current obsession Hollywood has with the gangsta image of the Black male; the authors end with solutions:

1. Get involved with the business, the distribution and the marketing of film.
2. Support Black independent film.
3. Make use of the information superhighway to improve access and marketing

efforts.

Philosophy/Pedagogy

Gordon, Beverly M. The Necessity of African-American Epistemology for Educational Theory and Practice. Journal of Education, 172, 3, 1990.

Gordon provides an analysis of the necessity of African-American epistemology for educational theory and practice of African-American as it related to the purpose and the assistance of education to aid people of color in challenging the societal structures that maintain and reproduce inequality (Gordon 1990). For this purpose, Gordon examines classical works which pertains specifically to African-American authored by: Carter G. Woodson, Ivan, Wan Sertima, Joyce Ladner, and Cheik Anta Diop just to name a few. Nonetheless, Gordon suggest that African educational theory goes hand in hand with African-American epistemology, which she defines as the study of theory of the knowledge generated out of the African-American existential condition, which she continues to maintain is, of the knowledge and cultural artifacts produced by African-American based on African-American cultural, social, economic, historical, and political experience (Gordon 1990). However, Gordon feel that the research agenda of African-American must open up fields of inquiry and identify territory to be explored and data to be collected. Furthermore, Gordon excalimes that African-American must also study the attitudes and techniques of teachers, African-American and Anglo, who are effective with African-American children which could be achieved by introducing their practices in schools situations in which content, process, and school interaction could be studies and documented (Gordon, 1990).

Gender issues & feminism/Sociology

Gordon, V. (1987). Black women, feminism, and Black liberation. Chicago: Third World Press.

Vivian Gordon uses a series of charts that represent the different racial and gender characteristics of people throughout the world, focusing on the United States. These charts show the political, economic and cultural power relationship between these groups, and all of this is in support of her thesis, in which she states that the Women's Movement is not a place African-American women belong.

This is an African-centered approach analyzing the historic and contemporary relationship between African-American and white women. Gordon believes that for African-American women to enter into an alliance with their oppressors is detrimental to the African-American community as a whole. She feels that white women do not advocate the dismantling of white supremacy, they are just fighting for a better position within the system. Gordon calls for a greater recognition of the historical facts concerning the relationship between African-American women and other non-white women throughout the Diaspora. This knowledge would lead to possible solutions to the "trilogy oppression" that African-American women tend to face.

Gordon does not offer opinions concerning the Women's Suffrage Movement and its racist beginning, she remains focused on this "second wave" of white woman discontent with the status quo. She offers a self-titled "Typology of Black Women's Attitudes about the Women's Liberation Movement" that addresses the historical relationship that these women have with one another and how their oppression is very different. She also presents a table that places issues, in order of importance, that concern African-American women today. She concludes by offering her opinion towards bridging the gap between African-American men and women, and gives suggestions towards an improvement of this type of relationship.

Philosophy

Gordon, B.M. (1993). African-American cultural knowledge and liberatory education: Dilemmas, problems, and potentials in a postmodern American society. Urban Education 27 (4), 444-499.

Gordon examines the role of African-American scholars is disseminating liberatory education via the use of cultural knowledge as a mode of discourse to counter Eurocentric/Western hegemony. Gordon demonstrates how the cultural knowledge produced from the theoretical frameworks, paradigms, and perspectives of Molefi Asante, A. Wade Boykin, Cheik Anta Diop, Michele Foster, Asa Hilliard, Etta Ruth Hollins, Joyce Ladner, Gloria Landson-Billings and other can be employed in liberatory educational practices in schools. The information generated from the works of African-American scholars, writers, and artists provide students with information to critique society and work toward social transformation for the benefit of the African-American community. Gordon identifies six common themes of thought emphasized throughout emancipatory scholarship: self-help, self-reliance, service, economic independence, political power, and nationalism.

In addition to the academic literature and information on African-American cultural knowledge, Gordon includes the literary arts, popular culture, dance media, theology athletics, music, cinema, etc. as source from which students may glean cultural knowledge that speak to the interests and aspirations of the community. The information, facts, values, legends, stories, mythology, etc. passed on throughout the generations are also included as components of liberation education because of the ways they can assist students in placing themselves and their history within global human history and illustrate how people's social activism changes social structures in ways that improve the quality of their lives.

Scholarship informed by an emancipatory intent sets out to inform and reeducate the community for self-understanding, wherein cultural knowledge is used as a tool of liberation (rather than a "weapon of domination" as it is used by the Eurocentric/Western hegemony). For Gordon, the role of the African-American writer/scholar is to produce and disseminate cultural knowledge both in academia and in the popular culture through a variety of means. Scholars can narrow the gap between the academy and the community by equipping members of the community--and students in particular, with the heuristic tools needed to engage in social action in their own interest and in the interest of the African-American community.

curriculum (math)

Gordon, A. (1989). The Maths Centre for Primary Teachers: Its impact on Soweto teachers and their pupils. Human Sciences Research Council; Pretoria, South Africa. Pub type: Experimental.

(from the abstract) This report describes the impact of the pro offered by the Maths Centre. It focuses on the extent to which the programme influenced teachers' classroom management techniques and enhanced pupils' conceptual understanding of mathematics. In addition, it highlights a number of issues relevant to the future development of the project and makes a number of recommendations. (from the book) In this section (chapter one) of the report I relate the history of the MCPT (Maths Centre for Primary Teachers) programme to illustrate the evolution of its pedagogical principles.... This section of the report (chapter two) looks briefly at the position of Sowetan teachers in terms of their relationships with their communities and the DET (Department of Education and Training) and their educational heritage. It finally outlines a model that links changes in classroom practices with teachers' beliefs, knowledge and autonomy in classroom affairs.... The aim of the evaluation study was to assess the impact of the introductory MCPT course on teaching techniques in mathematics; whether the MCPT course had any effect on the pupils' achievement levels; and the role played by the teacher advisers.

Psychology

Graham, S.; Weiner, B.; Benesh-Weiner, M. (1995, Mar.). An attributional analysis of the development of excuse giving in aggressive and nonaggressive African American boys. Developmental Psychology, 31 (2), 274-284.

This study examined the effects of age and aggressive status on children's understanding and use of excuses. Younger (3rd-5th grade) and older (6th-8th grade) aggressive and nonaggressive African American boys were first instructed to imagine that they failed to fulfill a social obligation. The cause of the transgression was presented as controllable (e.g., choosing to do something else), and children indicated whether they would reveal that cause or make up an excuse. Next, 4 causes of the same transgression were manipulated to be either controllable or uncontrollable. Children inferred that they would be held more responsible for controllable causes of social misconduct, that these causes would elicit more anger, and that they would be more likely to withhold these causes (i.e., make up an excuse). The linkages between perceived responsibility, anticipated anger, and excuse giving were stronger among older than younger boys and among nonaggressive than aggressive boys. (PsycINFO

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Psychology/Science/Racism

Grahamn, S. (1992). Most of the subjects were white and middle class: Trends In published Research On African Americans in selected APA Journals, 1970-1989. American Psychologist, 47 (5), B29-62.

This article attempts to analyze the status of African America research in U.S. Psychology. The author maintains that a decline in research on African Americans in some of the major psychology Journal is prevalent. The decline is attributed to factors such as a diminishing pool of African American psychologists, the preference of non-APA journals and moral and ethical fears associated with conducting socially sensitive research. In addition, he contends that the empirical research that is existent is flawed in methodology. This flaw was attributed to reporting the socioeconomic status of the subject under study and the examiner's race. The author states that form guidelines should be followed by editors of these articles. First, methods used should be reported. Second, alternative methods should be allowed. Three, special sections within the journals on special issues on African American research should be initiated, Four, mentorship between novice black scholars should be formed with older experienced scholars.

Psychology (development)

Gray, S. W., Ramsey, B. K. (1982, Jan-Feb.). The Early Training Project: A life-span view. Human Development, 25 (1), 48-57.

Presents in revised and edited form a symposium paper, given at the 1979 Biennial Meeting of the Society for Research in Child Development, that describes the Early Training Project, begun in 1962 during a period of rapid social change. It preceded Head Start programs by several years. It involved educational intervention with black children 3-4 yrs old, from 60 very poor families in 2 small southern cities. At the end of 1 st grade the achievement tests of the experimental groups were significantly superior to the controls, but at the end of the 6th yr the differences between experimentals and controls had declined. A follow-up study began in 1975. Although some effects of the early intervention on late adolescent and early intellectual function were evident, variables continually present in the Subjects' sociocultural environment are seen as having channeled children into a limited set of behaviors.

Psychology

Green, C. W., Adams, A. M., Turner, C. W. (1988, Apr.). Development and validation of the School Interracial Climate Scale. American Journal of Community Psychology, 16 (2), 241-

259.

Developed a scale to measure student perceptions of school interracial climate. Items were written to reflect contact theory criteria for successful desegregation. Nearly 3,100 5th-8th graders responded to a pool of Likert-format items. The scale correlated highly with measures of proportion of other-race friends, cafeteria integration, classroom racial balance, and teachers' perceptions of successful desegregation. Subjects' (n = 767) responses to the school interracial climate scale were used to predict their attitudes in other school-related areas. Subjects who believed the contact theory criteria were met in their school had higher quality of school life scores, a higher sense of academic efficacy, and for Whites, fewer perceived differences between a White and a Black friend. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Criminal Justice/Violence/Gangs

Greenberg, M., & Schneider, D. (1994). Violence in American cities: Young black males is the answer, but what was the question? Social Science and Medicine, 39 (2), 179-187.

Many Americans believe that the public health problem of violence can be addressed by focusing on young black males. We hypothesize that our economic and political systems have created marginal urban areas of undesirable land uses and unwanted people which breed violence. Using three medium-sized cities (Camden, Newark, Trenton) located in an extremely affluent affairs state (New Jersey) as illustrations, we show that violent death rates from homicides, poisoning/drug abuse, falls, fires, and suicide in these areas are high for whites and Hispanics, as well as Blacks; females, as well as males; and middle-aged and elderly populations, as well as young populations. We concluded that marginalization (e.g., concentration, ghettoization, segregation) of unwanted land uses and unwanted people must be addressed to reduce urban violence.

Sociology/Gender issues

Greene, B. (1990). Sturdy bridges: The role of African American mothers in the socialization of African American children. In J. P. Knowles & E. Cole (Eds.), Motherhood: A feminist perspective, 205-223. New York: Haworth.

This article focuses on how African-American mothers socialize their children in an antagonistic society. African-American mothers have traditionally been blamed for problems within the family which are caused by the effects of racism. Empirical studies are used to illustrate a number of stressors and tasks African-American mothers must deal with. African-American mothers must face a number of issues such as how to minimize the effects of racism on their children, and how to warn their children about racial dangers without being either under or overly protective.

Because African Americans are often seen in negative terms, African-American mothers must provide more positive messages to their children to counteract the messages of the dominant culture. The mother's role in a culture where extended kinship patterns are prevalent is also discussed.

This is a valuable reference because it illustrates some of the problems African-American mothers must face in raising their children to be productive adults.

Sociology (family)

Greene, B. (1995). African American families. National Forum, 75(3), 29-32.

African American families have been challenged since being brought to the United States during slavery. Greene believes that through the continual disruption of traditional family life African American families have continued to demonstrate their flexibility and resilience under adverse conditions. She believes that African Americans are survivors of historical and contemporary circumstances and they have much to teach us about resilience.

Psychology (identity)

Greene, B. A. (1992). Racial socialization as a tool in psychotherapy with African American children. In L. A. Vargas, J. D. Koss-Chioino (Eds.), Working with culture: Psychotherapeutic interventions with ethnic minority children and adolescents (pp. 63-81). The Jossey-Bass social and behavioral science series. San Francisco, CA: Jossey-Bass Inc, Publishers.

(from the chapter) the adaptive strengths of African American families can be understood as derivatives of a process that may be conceptualized as racial socialization. This process encompasses a legacy of skills which may be consciously or unconsciously communicated to African American children by their parents or extended family members and used to deflect and negotiate a hostile environment, and the means by which those skills are communicated, an elaboration and understanding of the constituents of racial socialization can yield information pertinent to developing tools that therapists may use for optimal outcomes in psychotherapies with African American children and their parents. These strategies can also prove useful in therapy with African American children whose families have been unable to pass along such skills... challenges to the optimal development of African African children; coping strategies and adaptational processes--basic ingredients of racial socialization; the case of Beth (a 10-year-old girl).

Psychology (development)

Greenfield, P. M., Cocking, R. R. (Eds.). (1994). Cross-cultural roots of minority child development. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

(from the cover) One of the most unique features of this book is the paradigm: Examination of how socialization and development are expressed within ancestral cultures and re-expressed in new societal contexts. An international and culturally diverse group of researchers explore the paradigm for African and Asian cultures and for North America, including Hispanics from Mexico as well as Native Americans.

Psychology (development)

Greenfield, P. M. (1993, Sep.). International roots of minority child development: Introduction to the special issue. Special Issue: International roots of minority child development. International Journal of Behavioral Development, 16 (3), 385-394.

The articles in this special issue enlist insiders' perspectives on socialization and development of minority children, focusing on 2 developing regions, Mexico and West Africa. It is argued that, at the end of the 20th century, the mixture of cultures within nation-states has left subcultural groups termed minorities. Each minority group has its own cultural history and roots. These facts raise issues for understanding the development and socilization of minority children. The learning consequences of 2 value themes are explored. The 1st theme is an individualistic, personal, or independent orientation (Western) vs a collective, social, or interdependent orientation (African, Asian, Latin American). The 2nd theme is the contrast between the early socialization goal of maximizing education development (modem) vs the socialization goal of survival (subsistence societies). (PsycINFO Database copyright 1994 American Psychological Assn, all rights reserved).

History

Greensberg, P. (1969). The Devil has slippery shoes: A biased biography of the Child Development Group of Mississippi. London: MacMillan, Co.

This book is provoking since it exposes the impoverished state of significant Blacks in Mississippi, who, amid the civil right struggles, managed to entrench themselves in school. Greensberg examined the problems which faced African-American children and parents who only wanted a equal system of education. The author exposes, for instance, the governments lack of support for Blacks. She also illustrates the problems of Black leaders and community activists who took control of these schools located in impoverished area. The activists met with "... needless to say .. considerable opposition and harassment from the Ku Klux Klan, the local press, the Mississippi state government, southern senators and congressmen, the Office of Economic Opportunity, and many militant elements of the Black community itself." The reader is able to feel the anguish and frustration of these people in their search for education and the American dream.

Psychology (identity)

Greenwald, W.J. & Oppenheim, D.B. (1968). Report magnitured of self-misidentification among Negro children-artifact? Journal of Personality and Social Psychology, 8, pp. 49-52.

Greenwald and Oppenheim examine the Clark and Clark (1947) study of racial self-awareness by using the Clark and Clark doll study with the includsion of a mulatto intermediate. Greenwald and Oppenheim suggest that the inclusions of the mulatto alternative study shows that a greater percentage of white children preferred to play with the doll of their own race than of the Negro child. Furthermore, only 4% of the white subjects preferred to play with the mulatto doll.

Anthropology/Traditional Ed.

Griaule, M. (1965). Conversations with Ogutemmeli: An introduction to Dogon religious ideas. New York: Oxford University Press.

This is a stellar work that gives us an inside look at the Dogon, an African group from Sudan through the eyes of Ogutemmeli. Ogutemmeli is an elder with exceptional knowledge and wisdom about the Dogon philosophy, religion, and myths. This is Ogutemmeli's story of the depth and breadth of the Dogon cosmology and beliefs, shared through 33 personal conversations. Traditional African societies preserved their social organization through persons like Ogutemmeli. These persons study for years, beginning in childhood and continuing throughout their adult life, to gain what they considered to be "deep knowledge."

The value of this book lies in the fact that the Dogon are among the oldest African civilizations. They have created what is possibly one of the most ordered ways of life among African peoples. They base their life on their mythical doctrines, the structure of the universe with God or Amma at the center, and how they feel they fit into that structure. Their strong religious belief system is one reason they have held on to their ancient beliefs longer than many other African societies. Every aspect of their lives reflects their religious system, and they involve their god, Amma, in everything.

These interviews are a first, providing the essential symbolism of Dogon doctrine. Ogutemmeli's words are even more valuable with the realization that the author, a white European, won the confidence of the Dogon which enabled him to gather this never before released information. Documentation of this kind gives educators a historical foundation of traditional African societies principles of success and excellence that can serve as a basis for developing curricula that will improve education for the African child.

Anthropology/ Traditional Ed.

Griaule, M. & Dieterlen, G. (1986). The pale fox. Chino Valley: Continuum Foundation.

This book describes the edifice of Dogon knowledge, the So Dayi or clear work system. This book provides a symbolic exposition of the highest level of knowledge and transformation. --Oba T'Shaka.

Psychology/Racism

Grier, W. H., & Cobbs, P. M. (1969). Black rage. New York: Bantam Books.

Two psychiatrists address the psychological impact of institutionalized racism on African-American men and women. They have written a small yet compelling book that answers many of the questions that white Americans ask each other and African Americans ask themselves. Each chapter is reinforced by case studies of actual patients who are everyday African Americans trying to survive in a society of white supremacy. The authors succeed in explaining the psychological consequences.

There are ten chapters that describe a particular situation (for example, Chapter 3, "Achieving Womanhood") and give examples of patients who have difficulty achieving success, explain the psychological reasons for and ramifications of these situations, and offer clear and concise solutions.

The chapters are engrossing and revealing as the authors seek to empower African Americans psychologically, which restores dignity that in turn leads to physical empowerment.

The book, though written twenty-seven years ago, is still relevant for today's generation and unfortunately will be relevant for future generations of African Americans because of the impact of white supremacy, both psychological and physical. The authors conclude that in order to secure a positive future for African Americans, they must be healed psychologically before the race can move forward in a positive way.

The authors are two black psychiatrists who attempt to answer why the frustration of the black person in America increased after the passage of the Civil Rights Bills. Their profession admirably equips them to observe that the white perceptions of blacks, and the historical inculcation of these perceptions in the minds of blacks themselves, are at the root of our present roubles. They demonstrate the crippling effects of white American culture on the attempts of black Americans to do here what all people everywhere must do if they are to develop fully--to find an identity, a sense of work, to relate to others, to love, to work, and to create. Black rage is the result of the failure of black people, after 300 years, to make these human values possible. The authors lay out the situation that causes Black rage in a step-by-step fashion. First, they give case histories of their former patients who were expressing this rage at America. They said that black people are haunted by the shadow of slavery, and that it prevented blacks, as a whole, from achieving full woman- and manhood. This led to a failure or breakdown in the institution of marriage, which impeded the proper raising and educating of children. The schools only teach children how to be like the dominant group and therefore were quite harmful to blacks. For those poor souls who were done in by the racist system of

America, mental illness and deviant behavior was their haven. In the end, Cobbs and Grier intimated that there are no more psychological tricks that blacks can play on themselves to make it possible to exist in dreadful circumstances. No more lies to tell themselves, no more opiates to dull the pain: only the welling tide from all those years of grief and rage.

Psychology

Grieve, K. W., Van Staden, F. J. (1988, Sep.). A cross-cultural study of children's cognitive maps. South African Journal of Psychology, 18 (3), 91-95.

Investigated development of spatial representation as measured by the sketch map technique, using 256 male and 270 female South African children (111 Blacks, 201 Whites, 154 Asians, and 60 Coloureds) aged 5-13 yrs. Maps were assessed according to a Piagetian constructivist framework, and the quality of accompanying verbal descriptions was evaluated. Results show maps differed by age but not by race, gender, or socioeconomic status (SES). Evaluative descriptions were provided by more girls than boys and by more White Subjects than Black Subjects. It is concluded that age was the most significant factor determining stages of development in spatial cognition. (Afrikaans abstract) (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Psychology

Grubb, Henry J. (1989). The bi-polar prepubescent adolescent: A literature review and clinical case study of an eleven-year-old Black female. Journal of Black Psychology, 15 (2), 129-147.

Describes the difficulty of diagnosing bipolar disorder in the prepubescent adolescent through a review of the literature and an actual clinical case study. An 11 -yr-old premenarche "unofficial adoptee" was seen by the author first in a psychiatric emergency room and then in an inpatient children's unit of a major urban psychiatric facility. The progress of her diagnosis is discussed in terms of differential diagnosis and the need for certain family, social, cultural, psychological, and biological information. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Psychology

Guist, C. (1992). Attitudes about childhood death: An African perspective. In G. R. Cox, R. J. Fundis (Eds.), Spiritual, ethical and pastoral aspects of death and bereavement Death, value, and meaning series. (pp 121-130). Amityville, NY: Baywood Publishing Co. Inc.

(from the introduction) offers an African perspective of attitudes toward childhood death; presents a case for awareness of cultural heritage for caregivers responding to childhood death; analysis of Kenyan attitudes toward dying and bereavement provides an understanding of the role of culture in attitude development. (from the chapter) describe the attitudes (toward childhood death) of some of the student nurses (mean age 21.7 years) at Maua Methodist Hospital (Maua, Kenya).

Power school/teaching

Gup, T. (1992, December 21). What makes this school work? Time, pp. 62-65.

This was an article about a school located in Washington's seventh police district. The school was known as Malcolm X Elementary. It is a school in which there are high academic expectations, and practices of peaceful resolutions by intervening violence prevention into the everyday curriculum.

There are no government programs or grants to aid the school. It is surrounded by crime and violence. Only two of the teachers are not black. The African American culture is prevalent in the teachings.

Many of the teachers have not grown up in poverty stricken neighborhoods, including the principal John Pannell. Many of those who work and volunteer at Malcolm X express the desire to save the children. One of the methods used was taking the students to the morgue and showing them the bodies of those who have died as a result of drugs and violence.

Pannell tries to make the students feel wanted and rarely shows anger. The attendance rates for Malcolm X were at 93 percent. The parents have shown a great amount of support. It is a school that is respected.

This was a good example of a successful school. If others can study and learn from these approaches perhaps more children in the poverty stricken neighborhoods will be able to benefit. The teaching methods used apparently contribute to the education of African Americans.

Psychology (identity)

Gushue, G.V. (19--). Cultural identity development and family assessment: An interactional model. Counseling Psychologist, 21 (3), 487-513.

This article serves as both a review of and extension of Janet Helms' model of Black-White counselor interaction. Helms' model examines the issues of cross-cultural communication and how this affects the counseling relationship between counselor and client. The model developed by Gushue expands upon that discussion by including factors that Helms did not fully or thematically consider. These factors include: (1) within group cultural differences in families, (2) shifts in cultural identify over time, (3) the counselor's stage of cultural identify, and (4) consideration of cultural differences in the work of counselors and families from the same culture.

Linguistics

Guthrie, L. F. (March, 1992). The task variable in children's language use: cultural and situational differences. Dissertation Abstracts International, 42 (9-A), 3896-3879.

A mismatch between the language used at home and that required for success in school is often cited as possible explanation for the widespread educational failure of lower-class minority children. The belief is that the way language is used at home systematically places minority children at a disadvantage at school. This study represents an attempt to test this hypothesis. The aims of the study then were, first, to begin to devise a way to compare language use rather than form across different contexts. Second, the study sought answers to questions concerning situational differences in children's use of language. Comparisons were based on the notion of task as defined in regard to social interaction. It was argued that what actors understand their task to be when engaged in conversation is reflected in their discourse, and method for specifying a speaker's task in a given situation was developed.

Results did not support the mismatch hypothesis as originally conceived, however. While language use of the lower-class Black group was very different from that of the others, the tasks of the mothers and teachers of that group were quite similar. This finding was interpreted in terms of a "collaboration" version of the mismatch hypothesis. The thrust of this argument was that lower-class black children are trained both at home and at school to use language in ways that ensure their eventual failure in school and the larger society. --Dissertation Abstracts International.

History / Psychology/ Racism

Guthrie, R. V. (1976). Even the rat was white. New York: Harper & Row Publishers.

This book presents, documents and analyzes vignettes in the study of man as viewed from one historical perspective. The book is divided into three parts: Part One, Psychology and Racial Differences; Part Two, Psychology and Psychologists; and Part Three, Conclusion. Part One seeks to establish some social antecedents of psychology by outlining the relationship between psychology and anthropology. Growing from this discussion are historical analyses of early psychological testing and eugenic philosophies.

Part Two discusses the development of psychology as an independent field of study and its impact on formal education in black colleges and universities. A history of those black Americans who earned doctorates in psychology and educational psychology is found in this section. It also traces the involvement of psychology in the growth and development of black higher education. The final section, Part Three, is a backward look into the material presented and a brief glances into contemporary occurrences.

Methodology

Guttentag, M.; Ross, S. (1972, Jul.). Movement responses in simple concept learning. American Journal of Orthopsychiatry, 42 (4), 657-665.

Conducted 2 experiments to compare a teaching methodology that maximized Subjects' responses in the learning of simple verbal concepts with a traditional method of concept teaching and control condition. In Exp. I, lower-class black 4-yr-olds (n = 114) showed superior concept learning in the movement treatment, and greater attentiveness and verbal memory for new material. In Exp. II, the generality of this finding was tested with a heterogeneous group of children (n = 148) in Kindergarten to Grade 4. Despite ceiling effects, the movement treatment was superior at each grade level.

Psychology

Gwyn, F.S. & Kilpatrick, A.C. Family therapy with low-income blacks: A tool or turn-off? Social Casework, 62 (5), 259-265.

The authors present a perspective which illustrates that the low-income black family has needs that are not being met by traditional family therapy approaches" or models. The authors provide a brief examination of literature directly related to treating black families utilizing typical treatment methods. The authors' study provides a rationale for the development and implementation of new treatment methods to meet the particular challenges and needs presents by the dynamics of existing as a part of a black family in American society. Presented within the context of the article is an illustrative case study which supports the authors' basic hypothesis. The authors conclude by describing specialized and innovative family therapy models that are designed to meet the need of the contemporary black family.

Racism/ Politics

Hacker, A. (1992). Two nations-Black and white, separate, hostile, and unequal. New York: Charles, Scribner & Sons.

Hacker's three part text concentrates on the role and meaning of race in the contemporary Unites States. In part I of the text Hacker expands on some personal impressions concerning race in our time. He achieves this in the following chapters: Chapter I, "Dividing American Society," Hacker suggests that America is inherently a white country in character, structure, and cultures; moreover, he suggests that the idea of race is primeval and race continues to preoccupy the public mind, a reminder of a past that cannot be forgotten. Chapter II, "Race and Racism," Hacker describes racism as a complex of ideas and attitudes which translates into actions that has taken a tragic toll on the lives of all American. Chapter III, "Being Black in America," Hacker suggests that in the eyes of white America, being black encapsulates your identify and that no other racial or national origin is seen as having so pervasive a personality or character. Chapter IV, "White Responses," Hacker states that most conservative Americans tend to disclaim responsibility for issues and tensions associated with race and reject the suggestion that they bear any personal guilt. He states that in their view, black Americans are the ones who should change their attitudes and conduct. Part II concerns the role race plays in education and family life as well as the economy, politics and crime. In Chapter V, "Parents and Children," Hacker gives a non-generalized account of how people reside and reproduce and suggests that there is no generic black family any more than there is a generic white family. Chapter VI, "The Racial Income Gap," Hacker provides statistical information which supports how being black or white affects economic opportunities and outcomes. He also suggests that Black American have been figured disproportionately among the nation poor. Chapter VII, "Equity In Employment," concerns the qualifications, quotas and how changes in racial relations and affirmative action have affected Black Americans in comparison to whites. Chapter VIII, "Education," Hacker presents surveys of neighborhoods and schools which show that Black Americans spend more of their lives in segregated settings than recent immigrants. He also expounds on test bias, college admission and ethnicity and achievement. Chapter IX, "Segregated Schooling," Hacker illustrates the struggle of Black Americans entering schools that were once barred to them and provides data which supports the fact that these students are discontent once they get there. Chapter X, "What's Best For Black Children," Hacker, presents the idea of integrating students and how this integration stirs up the anxieties of whites. Also, he goes on to state that the unresolved debates which concern the effects of integrated learning on black pupils who do enroll in predominantly white schools and questions whether black and white children have different learning styles. In Chapter XI, Hacker provides data about black Americans and crime. He claims that what most Americans regard as "black crime" has become a preoccupations of public and private life: moreover, black men, are viewed differently from other felons Chapter XII. "A Politics Based on Race," Hacker provides a discussion on how America looks to the political process for solutions. Hackers also suggests that the political power of blacks has limitations and that political measures intended to readdress relations between the races require either support from white voters, or neutrality, or indifference; nevertheless, a self-conscious racial majority of white Americans feels threatened that blacks will mobilize strength to dominate society. Finally, Part III provides statistical data, government publications, and census reports which provide detailed information supporting this well constructed text.

Special Education/Testing

Hagans, G., Teegardin, C., Evans, S., Hendrix, B., & White, B. (1994, Dec.).Who's Smart Who's Not. *Atlanta Journal & Constitution*, pp. 4-11.

This series of articles examined enrollments in gifted programs and special education classes across the nations, but specifically in Georgia. White students are placed in classes for the gifted while disproportionate number of minorities are placed into courses for the marginally retarded. The South's record is far more lopsided by race than any other region, especially Georgia. White students in Georgia are five times as likely as minorities to be identified as gifted.

Methodology/Self Esteem

Hagans, G. (1994, Fall). Getting smart: How education shapes brain power. HealthQuest: The Publication of Black Wellness, pp. 38-42.

This article addressed how schools play a pivotal role in children's perceptions of their brain power. Teacher interaction with students and teacher expectations influence children's brain power. Everyday classroom experiences and how youngsters are treated influence students' critical and analytic skills. Those experiences influence what children think they can or can't achieve. Other stumbling blocks of African-American in school are: negativity associated with academic excellence and internal stumbling blocks, such as self esteem, self-confidence, and lack of vision.

A new model of educational training, efficacy model, was also discussed. This article gave two accounts of African-American men who were labeled as mentally retarded and behavior disordered. One is an aspiring lawyer presently attending Morehouse College and the other is a chemist.

General / Methodology/ Curriculum

Hale, J. E. (1994). Unbank the fire: Visions for the education of African-American children. London: John Hopkins University Press.

Hal attempts to answer the question, how were blacks able to move out of the poverty-stricken backwoods of the rural south into the mainstream intact? She goes on to ponder the method by which they passed on to their children and grandchildren values that would sustain them in the struggle against discrimination and oppression. Hale not only answer these questions using concrete sociological and psychological data, she also provides just as concrete a solution to these problems.

She devotes a few chapters to describing the lives of her parents in Mississippi and Georgia in the early twentieth century, in order to provide some insights into the factors that contributed to her social advancement. Building upon her parents cultural lessons, she analyzes contemporary urban life to explain academic failure in black youth, particularly amongst males. Hale concludes by presenting her early childhood education program, Visions for Children, which utilizes elements and concepts from Africa and Black American culture.

Learning Styles/Psychology

Hale-Benson, J. (1986). Black children: Their roots, culture, and learning styles. Provo, Utah: Brigham Young Publishers.

Early childhood education, though still in its infancy, has contributed importantly to public recognition of how much young children desire stimulation and how much they are capable of learning. Hale's premise is taken from the "Superbaby" syndrome, the subject of a 1983 Newsweek cover story, whose practitioners were primarily white and middle class. The practitioners also tended to delay childbearing until their late thirties, have two careers and be very affluent. These parents were sending their children to prestigious preschools to which a two-year-old must have letters of reference and test scores in order to be admitted. Mothers are playing music to babies in utero so that they can learn to appreciate the classics. One-year-olds are being shown great art with the names of the artists on flash cards. They are likewise being exposed to the works and names of European composers, while six-month-olds are being taught to read and are being taken to baby gymnasiums to work off baby fat. Hale-Benson feels that with all of this child education hysteria that the black community needs to become aware of this occurrence. This way they can lobby for legislation to obtain tax breaks for private schools and lessen the achievement gap between blacks and whites.

The author used several sources to demonstrate how culture can affect cognition. Jean Piaget's theory is useful in the research on curriculum for African Americans, being that it can be generalized to all societies and groups of people.

Research conducted by Stodolsky and Lesser addressed the learning problems of ethnic groups and the lower classes within those groups. They felt that increasing the standard of living and social-class position of lower class children may not be the final solution. These children would still retain the distinctive mental-ability patterns associated with their ethnic group.

Other sources used in the description of cognitive style were; Rosalie Cohen

(1968) who identified two styles of learning known as the analytical style and the relational style. Asa Hilliard (1976) had generated a summary of the characteristics of these two styles. The agreement was that the school supports the analytic-cognitive style. The African American cultural style was described by Borneman and Abrahams (1970).

This reference gave a good overview of several sources regarding key elements in the cognition of African American children. This is an area in which more teachers need to be knowledgeable.

Curriculum/Psychology (self concept)

Hale-Benson, J. (1990). Visions for children: African-American early childhood education program. Early Childhood Research Quarterly, 5 (2), 199-213.

Describes an early childhood education program whose goal is to facilitate the intellectual development and academic achievement and enhance the self-concepts of African-American preschool children. The features of the program are delineated, and specific aspects of the curriculum and structure are compared with those of a control group day-care center located in the same city. The research questions and the child development measures that are being used for longitudinal evaluation of the program are listed and described. They include the McCarthy Scales of Children's Abilities, the Preschool Racial Attitude Measure, and the Stanford Achievement Test. For- the I st 2 phases of child testing, the Visions children scored higher on 6 tests during Phase 1, and the control group scored higher on Phase 2. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Curriculum/Learning Styles/Method.

Hale-Benson, Janice. (1990). Visions for Children: Educating Black children in the context of their culture. In K. Lomotey (Ed.), Going to school: The African-American experience (pp 209-222). SUNY series, frontiers in education. Albany, NY: State University of New York Press.

(from the introduction) discusses the importance of an emphasis on the culture of African-American children in the instruction that they receive in school; describes a model early childhood program, "Visions for Children," that focuses not only on academic achievement but also on other affective outcomes for African-American children; describes the methodology used to assess the effectiveness of the program. (from the chapter) Visions for Children is a program which emphasizes the special characteristics of Afro-American children, offering a teaching method and curriculum which encourages children to learn the information and skills necessary for upward mobility, career achievement, and financial independence in the American mainstream; at the same time, they feel pride in their own ethnic culture and are able to identify with and contribute to the development of their people... a distinctive feature is the emphasis on teaching young children cognitive skills while strengthening their self-esteem and identity as Afro-Americans; "Visions for Children" emphasizes the development of cognitive skills, such as reasoning, memory, problem-solving, creativity, and language skills; progress is assessed using both teacher-made and standardized instruments.

Literature

Haley, A. (1965). The autobiography of Malcolm X. New York: Ballantine Books.

This book provides a description of the life of an African American male who was and still is misunderstood by mainstream America. The private and public personalities of Malcolm are presented. In private, he is seen as a sensitive and caring person. On the other hand, in public, he is described as a man seeking change. The ideologies that Malcolm supported are also presented in this book. It points out that although, initially, he advocated a nationalistic ideology and ended his life while in search of an interationist ideology, his main concern was the liberation of African Americans. Furthermore, Malcolm is demonstrated as a teacher. He made a connection between African American culture and African culture in a manner that influenced African Americas to begin to understand themselves. He accomplished these tasks not only because he appealed to the masses of African Americans but also because he established a trust factor with them through sensitivity.

Psychology (identity)/Learning styles

Hall, E. T. (1977). Beyond culture. New York: Anchor.

Hall's look at culture as a unifying principle and as a destructive element is deeply rooted in a psychologistical analytical framework, but the book itself is largely philosophical. Hall feels that the most important psychological aspect of culture--the bridge between culture and personality--is the identification process. This process, which works admirably when change is slow but wreaks havoc in times of rapid change such as we are currently experiencing, is most certainly a major impediment to cross-cultural understanding and effective relations among the peoples of the world. It's not just an impediment but also a source of great frustration to some people. This frustration exists because the many gifts and talents of women, Black people, Indians, Spanish Americans, and others are not only unrecognized but frequently denigrated by members of the dominant group. It is the corrosive daily and niggling frustration, the inability to communicate or to establish meaningful relationships that is so soul-shrinking. Hall believes that the only way to get beyond culture is not to deny it, because denying one's culture is as destructive as denying the existence of evil.

Psychology (development)

Hall, Vernon C. & Kaye, Daniel B. (1977). Patterns of early cognitive development among boys in four subcultural groups. Journal of Educational Psychology, 69 (1), 66-87.

This article summarizes the results of a three year longitudinal cross sectional study of six, seven, and eight year old boys. It was designed to characterize the developmental patterns of cognitive abilities in different subcultures. Hall and Kaye were looking for strengths rather than weaknesses in order to increase understanding of cognitive development. The children were given tests of memory and intelligence, the Peabody Picture Vocabulary test and the Raven Coloured Progressive Matrices. All groups improved in test measures with age. The study reported that black children performed equal or better in the learning to transfer and that patterns of abilities across age were similar when children were grouped by either race or social class.

The research finding contradicts the findings of Jensen's (1973) Level I and Level II theory. It concludes that there is no evidence to support the development of new curricula which would have as its goal different outcomes for different children.

Linguistics

Hall, W. S., Scholnick, E. K., Hughes, A. T. (1987, Jul). Contextual constraints on usage of cognitive words. Journal of Psycholinguistic Research, 16 (4), 289-310.

Analyzed the conversations of 36 Black and White 4.5-5 yr olds from professional and working class families, and those of the adults with whom they spoke at preschool and at home. Usage of cognitive words was analyzed for 6 levels of meaning: perception and attention, recognition, fact recall, understanding, metacognition, and evaluation of presuppositions. Children devoted less of their lexicon to the 3 higher levels of meaning than did adults. Among children and adults, perceptual references predominated. There were significant correlations between exposure to adult conversations with high-level meanings and child use of those meanings, and between the diversity of cognitive vocabulary in children and adults. These correlations were smallest in the Black working-class population. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Linguistics

Hall, W. S., Nagy, W. E. (1987, Apr-Jun). The semantic-pragmatic distinction in the investigation of mental state words: The role of the situation. Special Issue: The language of thinking: Mental state words. Discourse Processes, 10 (2), 169-180.

Compared the semantic uses of mental state words used by 39 children (aged 4.5-5 yrs), who were from 2 racial (Black and White) and 2 social-class (working and professional) groups. Language samples were collected in 10 temporal situations subsumed under 2 broad categories of situation (home or school). Mental-state words were assigned to 4 main subclasses: cognitive, perceptual, affective, and intentions/desires. A racial difference in the use of mental-state words was found in the school situation: Black Subjects used fewer mental-state words at school than White Subjects and fewer than they themselves used at home. This was more pronounced in working-class Blacks. The situational specificity of this finding suggests the potency of the situation and not any general difference in familiarity with mental-state words. It is concluded that how children make use of their linguistic and cognitive capacities can be influenced substantially by subtle situational factors.

Linguistics

Hall, W. S., Bartlett, E., Hughes, A. T. (1988, Winter). Patterns of information requests. New Directions for Child Development (42), 43-58.

Studied the information requests in family and school environments of 39 professional- and working-class Black and White 4.5-5 yr olds. Target Subjects wore vests with microphones sewn inside for recording conversations. Data for each Subject were coded into dinner conversation or teacher-directed speech before analysis. White and Black Subjects, regardless of class standing, were similar in frequency of requests. However, White Subjects produced more child-to-adult requests than Black Subjects and were more likely to address information requests to teachers and teacher aides. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Linguistics

Hall, W. S.; Nagy, W. E. (1987). Continuities/discontinuities in the function and use of language as related to situation and social class. In P. Homel, M. Palij, D. Aaronson (Eds.), Childhood bilingualism: Aspects of linguistic, cognitive, and social development, (pp 243-280). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Abstract: (from the chapter) [the authors] describe socioeconomic status differences in one aspect of communication: the use of words in internal states; these are words that when used literally refer primarily to internal states, processes, or experiences; cognition; emotions; perception; intentions and desires... previous research on social-class-based differences in internal state word use... cognitive implications of internal state word use... implications for the mismatch hypothesis. (from the book) examine how differences in communication patterns between black and white children can be attributed to differences in the children's cultural background... report that black children use state words like "think," "know," "happen," "see," and "want" much less often in their classroom than they do at home, where the level of usage of such words is comparable to the home-usage level by white children... black children experience some sort of discontinuity between their home and school environments that results in reduced usage of state words in school... this finding contradicts the notion that black children come from linguistically deprived backgrounds and indicates that the problems that black children encounter in school may be due to factors that are far more subtle than has been previous(ly) considered.

Sociology

Hallinan, M. T., Teixeira, R. A. (1987, Oct). Opportunities and constraints: Black-White differences in the formation of interracial friendships. Special Issue: Schools and development. Child Development, 58 (5), 1358-1371.

Examined the effects of classroom characteristics on the interracial friendliness of students in desegregated classrooms, using questionnaire data from 229 Black and 226 White students in 16 4th-7th grade desegregated classrooms. Results show that classroom characteristics associated with status-leveling effects operated differently for Black and White Subjects. Ability grouping influenced the interracial sociability of White students more than that of Blacks, while the academic status of peers affected the cross-race friendships of Blacks more than of Whites. Race differences in the effects of classroom climate on interracial friendships are discussed. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Power Schools

Hallinger, P. & Murphy, J. F. The social contex of effective schools. American Journal of Education, 94, 328-355.

In this article, the authors provide studies which investigate the social context of effective schooling. The two also use meaningful variable in their comparisons such as socioeconomic status (SES). Nevertheless, the authors maintain that research should focus on organizational variables such as school size and level as well as on contextual variables such as student SES and community type in attempting to understand how schools become effective. Moreover, although SES was the main variable related in these studies, the authors suggest that a strong orientation; a safe, orderly environment; a clear mission; instructional leadership; high expectations; and a well-coordinated curriculum characterizes effective schooling.

Criminal Justice/ Sociology

Hamilton, A., Jr., & Banks, W. (1993). Father behind bars. WRS Publishing.

Absentee fathers are one of the reasons some Black families appear to be on the brink of disintegration. Regardless of the social and economic conditions that contribute to this appalling fact, absentee fathers only exacerbate the crisis that grips many Black families. Where are these absentee fathers? They are probably everywhere, but most likely a disproportionate number of them are in prison. Father Behind Bars is the story of one of these men. Arthur L. Hamilton, Jr., the subject and co-author of this books tells a story all too familiar to most of us. Born poor in Detroit and raised primarily by his mother, he learned early in his life that if he was to survive he must become acclimated to the institution of the streets. And like other young Black men who rely on the streets to be their primary influence, Arthur succumbs to its misguided values and embarks on a life of crime. Before he realizes what is actually happening to his life, he commits several burglaries, is apprehended, convicted and incarcerated. In prison, he begins to write, becomes editor of the prison newspaper, and through hard work and determination earns a degree after he is paroled. His life now renewed and focused, Arthur L. Hamilton founded Fathers Behind Bars, Inc., to assist other fathers who, like he once was, are destined for oblivion.--Useni Eugene Perkins.

Sociology/General

Hamilton, C. V. (February, 1968). Race and education: A search for legitimacy. Harvard Education Review, 38, 669-684.

Hamilton asserts that the educational questions and issues being raised by many black parents, students and teachers today are substantially different from the traditional concerns of the experts. The black spokesmen are questioning the legitimacy of the educational institutions; they no longer believe that it is sufficient to try to increase the effectiveness of those institutions. This difference has caused a tension between those who have been victims of indifferent and inefficient policies and practices and those who believe it is still possible to make the existing institutions operable. Black people are calling for community control, not for integration. They are focusing as much on Afro-American culture and awareness as they are on verbal and arithmetic skills. Some black people are thinking of entirely new, comprehensive forms of education, based on substantially different normative values.

Literature (fiction)

Hamilton, V. (1968). The house of Dies Drear. New York: Collier Macmillan.

Virginia Hamilton creates vivid black characters that challenge stereotypes, in this mystery that challenges the imagination. Inspired by the history of her hometown of Yellow Springs, Ohio, she weaves a historical element into her story that should connect with black people. A black family, the Smalls, moves into a rural Ohio town only to discover that the villages and the surrounding large houses used to be an important part of the Underground Railroad. The young male Smalls finds out that the owner of the house and two of his three slaves had been murdered in the house. The third mysteriously disappeared. Ghosts walk about the house, and walls slide back to reveal secret passageways and a labyrinth of caves beneath the house. Thomas Smalls, armed with the information provided by a spooky caretaker, attempts to solve the mystery of the House of Dies Drear.

Psychology/ health/ violence

Hammond, R & Young, B. (1993). Psychology's role in the health response to assaultive violence among young African-American men. American Psychologist, 48(2), 142-154.

African American youths are more at risk for death or injury caused by assaultive violence. Though efforts have increased to counteract the dilemma of black males, current approaches are not enough. We continue to lose too many of blacks youths to violence.

Psychologists need to team with health professionals to devote their talents and energy to addressing the crisis that exists. Psychologist should be able to develop a clearer conceptual map of the problem in order to guide the efforts of intervention. Cultural sensitivity must exist toward the intended black population. Professionals need to work on preventive solutions to help the very young not become teenagers with the same statistics as well as solutions to the current problem.

Sociology/ violence

Hampton, R. L. & Gelles, R.J. Violence toward Black women in a nationally representative sample of Black families. Journal of Comparative Family Studies, 25, 105-119, 1994.

In general, the scientific literature regarding African-American families is moving toward a non-pathological perspective of viewing non-traditional family structures and practices as adaptive and "normal." Nonetheless, there are still problematic behaviors evident in families of all cultures that can not be ignored. This article focuses on domestic violence in black families.

The authors note that the citations of this often fail to distinguish cultural orientation, or have insufficient sample sizes of black respondents to be useful to this population. In view of this, the authors over sampled black respondents from a national probability sample of 6002 households comprising the Second National Family Violence Survey. Telephone interviews were conducted to determine the incidence and correlated of violence in respondents.

Results indicated that there was a higher rate of husband-to-wife and wife-to-husband violence among African-American couples than whites. Significant predictors included age, SES, length of time in the community, and employment status of the household. Regarding gender, male perpetrators appeared to exhibit more violent episodes if they witnessed violence in their family of origin.

The authors suggest the adoption of a structural-cultural view of violence in African-American communities. This perspective proposed that Black on Black violence, including domestic violence, may be produced by structural pressures such as joblessness or economic hardship. These factors may impede the black male's ability to adopt traditional male roles such as provider. Violence may be exhibited subsequent to perceived attacks on their manhood and awareness of role failures. This study, and other like it, are important to understanding the unique of difficulty faced by African-American families. Although violence is exhibited across cultural classifications, the increased incidence of black domestic violence may reflect characteristics found in greater incidence in this population, particularly poverty and joblessness. The presence of community ties of longer duration is an important mediator of such violence, and reinforces the notion of extended or fictive kin networks as adaptive features of African-American culture.

Health (drug use)

Hans, Sydney L. Developmental consequences of prenatal exposure to methadone. Conference of the Behavioral Teratology Society, the National Institute on Drug Abuse, and the New York Academy of Sciences: Prenatal abuse of licit... Annals of the New York Academy of Sciences, 1989 Jun, vS62: 195-207.

Presents data on the neurobehavioral development of a cohort of low income, Black 2-yr-olds who were prenatally exposed to methadone. 36 opioid users (aged 18-35 yrs) in a low-dose methadone maintenance program and their 42 infants were compared with 43 mothers who used no opioids and their 47 infants. The infants were assessed with the Neonatal Behavioral Assessment Scale at 1 day and 4 wks of age. At 2 yrs, 74 Subjects were assessed with the Bayley Scales of Infant Development. Methadone may have a small, direct teratological effect on growth and development. Instead of causing a behavioral deficit, methadone may make children more susceptible to impoverished environments.

Media/Violence

Hanson, C. (1993). Images of violence add fuel in anger of disengaged kids. Chicago Tribune, News & Opinions, 1.

The main idea of this article is that Hollywood must assume responsibility for the escalating violence among youth. Young people feel powerless, and that the only way to gain power is to use weapons.

Seeing so many people killed on television causes youth to become disengaged from society and join gangs. These gangs replace their families as the primary support system. The article states that adults should take responsibility for what is happening to children and recognize that media images especially impact African-American youth.

This topic is important because it emphasizes that adults have a responsibility to discourage violence in the media, and protect our children. Violence is a nationwide problem, not an ethnic problem. It won't go away by our closing our eyes and turning our backs. It is important to recognize these negative images, and realize that they are influencing youth. These are images intentionally delivered by the power structure to distort the images of African-Americans. It is adults who must hold Hollywood accountable. The article reminds us of our community responsibility.

Health/Psychology

Harburg, E. et. al. (1990). Anger-coping styles and blood pressure in black and white males. Psychosomatic Medicine, vol. 3, 153-164.

Harburg and others provides a survey of persons with various anger-coping styles with relationship to blood pressure levels. The authors suggest that their specific aim is to: (1) test for relationships between anger-coping styles and blood pressure; (2) to explore the effect of age, race, alcohol and education on these relationships; and (3) the explore limitations of their concepts and measures of anger and suggest approaches to better predict blood pressure. The first type described is the lower reflective mode of anger which involved persons who constrains their anger an try to solve their problems. The second type is the High Anger-Out Mode which is an impulsive anger the strongest expressed; nevertheless, older white men and younger white men who use alcohol and have lower levels of education tend to have high blood pressure and is closely associated with this type. The third type involves the Anger-In Mode which concerns persons with impulsive anger which is not usually expressed. Ultimately, from comparable studies, the authors suggest that black working class males in high stress working environments would have statistically significant and consistently lower mean diastolic age-weight adjusted blood pressure levels (81mmHg) if they used a reflective style of response to an angry boss than those who used either an Anger-In (83mmHg) or an Anger-Out (85mmHg). Furthermore, the authors suggest that anger coping styles appear to have a stronger influence on black males than among whites and that black males with a high reflective-anger scores had significantly lower blood pressure.

Sociology

Hare, N. (1991). The Black Anglo-Saxons. Chicago, IL, Third World Press, 1991.

Dr. Nathan Hare's, The Black Anglo-Saxons, defines the Black Anglo-Saxon as white minds in black bodies--persons relieving themselves of the identity and responsibility of the black masses. In Chapter I, "The dignitaries: Eunuch Leaders," Hare describes these leaders as individuals of power who are hand-picked by whites and persons who regard power as synonymous with prestige and charisma, rather than the ability to influence the behavior of others. Chapter II, "The Dignitaries: The Powerful and the Glorious," examines spiritual leaders who search for recognition beyond the boundaries of the church. In Chapter III, "The Image-Makers," Hare describes the image-make as personalities who are obsessed by their belief that all Negroes have to do to break down discrimination is impress the white community with proper public manners and the sincerity of the Negro's quest for integration. Chapter IV, "The Mimics," Hare describes these personalities as individuals (schoolteachers and white-collar workers) who chronically imitate white mannerisms in the quest for a feeling of similarity or closeness to their white ideal-in other words; as whites do, they do. Chapter V, "The Cultured," Hare describes culture as the specific content of civilization and is usually thought of in terms of its highest achievements: the arts. Furthermore, he states that culture includes all customs, including dress, eating habits, ways of speaking and so on, which form the concept generally called "good manners." Chapter VI, "The Sociables," Hare analyzes and describes the sociables as a group of country folk who leave "rural life" for life in the "big city." However, this group of "social out casts" (labeled as such because of dialect or "c'untry life styles") seeks social acceptance through organized social clubs. Chapter VII, "The Possessors," Hare describes these personalities as individuals who are materialist and preoccupied with the quest for prestige. Chapter VIII, "The Exiles," Hare describes this group as individuals who seek to remove themselves from the Negro world to live among the "better class of whites." Chapter IV, "The Insiders," Hare, describes this group as one who thirsts (any white person will do) for social relationships with whites by becoming extremely class-conscious in their relations with Negroes and not knowing class boundaries in their associations with whites. Chapter X, "The Supercitizens," Hare describes this group (individuals who were denied first class American citizenship by whites) as those who strive for white acceptance by displaying a conspicuous and exaggerated form of loyalty and patriotism. Chapter XI, "The Pioneers," Hare's description of the Pioneer is twofold; (1) a type of overblown pride in being descendants of America's first families, (2) the first and only Negro to be accepted by whites in some kind of manners. Chapter XII, "The Cosmopolitans," Hare describes this group as one whose objective is to diversify their "restricted" and "restrained" identity over a universal plane; one which does not include persons of their own race.

Methodology/Rites of Passage

Hare, N., Hare, J. (1985). Bringing the black boy to manhood: The passage. San Francisco Black Think Tank.

Although this book is short, it does not at all lack scholarship. The Nathan and Julia Hare have written a number of other book analyzing the social lifestyle of black male adolescents such as in The Endangered Black Family. In this book, moreover, the Hares look at the coming of age for all black male adolescents. It is important, as the Hares believe, that the black male adolescent grows to become a socially conscious African-American man in order for the black community to thrive. The Hares' premise is that most black male youths are in trouble because of white superiority; therefore they need to educate themselves about their surrounding: how white superiority has affected them and how to rebuild a solid sense of self, and Afrocentric self. This book is further interesting because it provides an illustration of a coming of age ceremony or "The Passage Celebration." The celebration is an event which calls for the Black male adolescent at the age of 11 to take responsibility for himself (for example, educating himself in various disciplines) and community (for example, volunteering in his community). Last, the Hares also refer the reader to a number of scientific journals, magazines and essays dealing with the psychological and sociological condition of the black child or adolescent.

Sociology (family)

Hare, J., & Hare, N. (1984). The endangered black family: Coping with the unisexualization and coming extinction of the black race. San Francisco: Black Think Tank.

Julia and Nathan Hare explore the nuances of the trouble within the black family. Unlike other works on this subject matter, this book views the problems within the black family as symptoms of microcosmic and macrocosmic phenomena that disproportionately impact the black family in America.

Chapter 1 - The Hares trace the historic responses of the black community to the problems presented as existing within the black family.

Chapter 2 - This chapter critically examines the women's liberation movement in the United States and its impact upon black women and the black community and family.

Chapter 3 - The Hares chronicle the socio-cultural Euro-American phenomena of unisexualization. A historic examination of American society's celebration of this concept is presented as evidence of the purposefulness of what the Hares entitle societal unisexualization.

Chapter 4 - This chapter examines the societal factors which discourage marriage and family building among African-Americans. The focus is primarily upon homosexuality and the fluctuating U.S. economy.

Chapter 5 - This chapter begins an examination of what (psychological, emotional, historical) factors contribute to the creation of pumps among black boys and later black men.

Chapter 6 - This chapter continues, thematically, with the previous chapter's focus upon pimps in the black community. The Hares extend their analysis to include black girls/women and how self-image plays an integral role in what the Hares call the "pimp-whore complex".

Chapter 7 - The focus here is upon the question of acceptability among black women and men; specifically the economic "acceptableness" of a relationship where the more economically viable partner is the woman. The dynamics of this particular type of relationship, existing within a patriarchal society, are thoroughly investigated.

Chapter 8 - The Hares examine the psycho-social dynamics of interracial relationships - specifically those between black men and white women. The Hares offer a solution to this often-discussed phenomena and examine its effects upon the black community in general and the black family in particular.

Chapter 9 - The evolving psycho-social health and status are examined as the Hares investigate the causal factors of the increasing instances of suicide among young black women. Intracommunity, as well as intercommunity, factors are considered and evaluated in terms of their impact upon the suicide rated of black women.

Chapter 10 - Tracing the historical myths regarding black sexuality, the Hares examine the sexual pathology that has been labeled a normative which currently operates within the black community.

Chapter 11 - The focus here is on black feminism as a response to external forces upon black female/male relationships. The Hares offer an historic examination where the efficacy of black feminism is discussed.

Chapter 12 - The Hares examine the socially constructed definitions of manhood and evaluate just how applicable these definitions are black males.

Chapter 13 - The factors which have contributed to the troubled state of black male/female relationships are summarized as the Hares look at particular manifestation of the socio-pathological problems facing black women and men in America.

Chapter 14 - Nathan and Julia Hare conclude their book with what amounts to a call to arms to black women and men throughout America. Black nationalists and intellectuals are focused upon in terms of the leadership roles that they play within the community.

"The writing of this pamphlet was motivated by Nathan Hare's and Julia Hare's concern about the crisis that has impacted many young Black males, and the lack of a formal social system to properly socialize them. In response to this concern, they advocate that Black boys be initiated into a social system that helps them gain mastery as they go through the various passages in the human development cycle because the development of the male is critical to the development of a race of people. They further advocate that boys be trained to become men. To help Black boys achieve this level of maturity, the authors provide us with a ritual (Rites of Passage) based on African traditions and sanctioned by the Black community." --Useni Eugene Perkins.

Violence (criminal justice etc.)/ Economics

Harer, M.D., & Steffensmeier, D. (1992). The differing effects of economic inequality on black and white rates of violence. Social Forces. 70 (40) 1035-1054.

We examine in this article the relationship between economic inequality and rates of violent crime of blacks and whites, using SMSA-level data for 1980 as compiled from raw arrest data on index violent crimes in the FBI's Uniform Crime Reports and from the 1980 census. The analysis is dis-aggregated by race and uses alternative measures of inequality (and poverty) to provide more theoretically appropriate indicators of income inequality, including measures of within-race inequality. Controls are included for racial composition and other variables related to race and crime. We find that the effects of inequality differ sharply for blacks and whites. Inequality strongly affects white violence rates--high inequality is associated with high white arrest rates for the violent rates. The theoretical and research implications of our findings are discussed.

Psychology(development)

Harnish, J. D., Dodge, K. A., Valente, E. (1995, Jun). Conduct problems prevention research group. Mother-child interaction quality as a partial mediator of the roles of maternal depressive symptomatology and socioeconomic status in the development of child behavior problems. Child Development, 66 (3), 739-753.

Examined the relation between maternal depressive symptomatology (MDS) and the development of externalizing behavior problems in children by incorporating mother-child interaction (MCI) quality into a series of models. A representative sample of 376 1st graders (51.2% male) from diverse backgrounds (60.7% from the lowest 2 socioeconomic groups) and their mothers completed an interaction task designed to measure the quality of MCI. Latent variable structural equations analyses revealed that Ma quality partially mediated the relation between MDS and child behavior problems even when the effects of SES on both variables were taken into account. These results held for boys, girls, and Caucasians, but not for African-Americans. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Psychology

Harrell, J. P. (1979). Analyzing black coping styles: A supplemental diagnostic system. The Journal of Black Psychology, 5 (2), 99-108.

A diagnostic system is presented that examines black behavioral responses to racism for positive and negative consequences to mental health. The six styles examined include an apathetic style, a style oriented towards the obtaining of goods and products from the existing capitalistic system, a counter-cultural style, a black nationalistic style, and authoritarian style, and finally a style characterized by historically-based flexibility. Empirical issues related to assessing the styles are outlined, and the utility of the system to black diagnosticians is discussed. Harrell concludes that Style 2 (obtaining of goods and products) and the negative side of

Style 6 (the confusion and psychological paralyzation resulting from historical awareness) represent the major coping styles of black people.

Psychology(identity/ self esteem)

Harris, A. R. & Stokes, R. (1978). Race, self-evaluation, and the Protestant ethic. Social Problems, 26 (1), **pp?**.

Harris and Stokes seek to establish a theoretical explanation for the increasing number of studies which indicate that black teens maintain higher self-esteem than their white counterparts. The authors, Harris and Stokes, use empirical data to support their contention that socio-economic status in America is a significant factor in determining an individual's process of self-evaluation.

Special Education/Psychology (testing)

Harris, J. J. III, & Ford, D. Y. (1991, Winter) Identifying and nurturing promise of gifted black children. Journal of Negro Education, pp 8-18.

This article examines barriers to the effective recognition of and assistance for gifted African American children. It discusses rationales for re-examining the current definitions and for broadening the theories of giftedness to make more applicable to blacks. It also provides prescriptions for change and a list of considerations for educators and especially those in urban areas.

Method. (literacy)

Harris, V. J. (1992). African American conceptions of literacy: A historical perspective. Theory Into Practice. 31(4), 276-287.

This article traces the conceptions of literacy held by African Americans. It also includes lessons from the past and insights into the future. Educators who are interested in helping African American students gain literacy need to be aware of the historical development of literacy among African Americans. To help teachers provide positive attitudes, a video tape is available depicting successful and effective teacher techniques using journals, creative writing, choral reading, dramatic activities and read-aloud activities.

Literature (criticism)/History

Harris, V.J. (1994). Historic readers for African-American children (1868-1944): Uncovering and reclaiming a tradition of opposition. In M. Shujaa (Ed.), Too much schooling, too little education: A paradox of black life in white societies (pp 143-175). Trenton, NJ: Africa World Press.

Harris' research on African-American children's books reveals that between 1868 and 1944 there were a variety of readers presenting education to children as a form of liberation. Images of African-Americans in the mainstream press were racist. negative and defaming, but African-American writers like Mrs. Alice Howard portrayed African-American children as intelligent, healthy, and responsible. Harris analyzes the liberatory intent and content of several older and more modern readers, including: Anna Julia Cooper's *A Voice From the South*, W.E.B. DuBois' *The Brownies' Book*, and Mildred Taylor's *Roll of Thunder, Hear My Cry*. She also evaluates the works and ideas of DuBois, Garland Penn, Silas X. Floyd and Carter G. Woodson, noting that they developed curricular materials that no only educated young African-Americans, but that also socialized and politicized them as well. Harris argues that the African-American readers "are a part of an underground curriculum" of liberation because:

> They represented African-Americans' dissatisfaction with traditional literacy texts,
>
> They are "oppositional" to the traditional images of African-American in children's literature and,
>
> They were created with an intent to instill in children specific ideologies.

Curriculum/Philosophy

Harris, M. D. (1992). Afrocentrism and curriculum concepts, issues and prospects. Journal of Education, 61 (3), 301-316.

This article discusses background and curriculum issues surrounding innovative approaches to educating African American students. It defines relevant terminology related to Afrocentrism and the need for infusing it into the curriculum of American schools. The discussion raises issues that would justify revision of the current traditional curriculum assumptions and structures.

Harris points out that the use of an African pedagogical model in this diverse society may be impractical but that there are some concepts and constructs within them that can be useful in educating African American children. He gives examples of how moral and ethical dimensions of the Afrocentric education can be translated so that the concepts ;of character and culture become part of the educational objectives.

Harris concludes that by incorporating some methodologies and metaphors used in African societies we might increase the comfort and identification of African American children. He proposes that an Afro-centered pedagogical model may promote learning, improve discipline, and establish a relationship with the curriculum to the culture and history of African American children.

Sociology(family)

Harrison, A. O., Wilson, M. N., Pine, C. J., Chan, S. Q., and others. (1990, Apr.). Family ecologies of ethnic minority children. Special Issue: Minority children. Child Development, 61 (2), 347-362.

Discusses a proposed interconnectedness between the ecologies of ethnic minority families (EMFs), adaptive strategies, socialization goals, and child behavioral outcomes. The ethnic minority groups included are African Americans, American Indians/Alaskan Natives, Asian Pacific Americans, and Hispanics. Four sections address the following: (1) demographic information on EMF; (2) adaptive strategies used by groups, including family extendedness, biculturalism, and ancestral worldview; (3) socialization goals that have emerged from adaptive strategies; and (4) child outcomes (e.g., cognitive flexibility). (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Psychology (self-concept)

Hartman, H. (1991). Self-Concept and Metacognition in Ethnic Minorities. A Paper Presented at the Annual Meeting of the American Psychological Association. San Francisco.

The study investigated the relationship between academic self-concepts, megacognitive problem solving, and ethnicity in entering college freshmen minority men and women. The study hypothesized first a positive relationship between metacognitive problem solving skills and academic self-concepts, and the second that there would be ethnic difference between self-concepts and metacognition and the relationships between them. The results indicated that despite variability due to ethnicity and gender, there was a moderately positive relationship between students self-reports of their metacognitive activities and their self-concepts. The strongest relationships were between general self-concept and subject specific self-concepts.

Special Education

Harry, B. (1992). Restructuring the participation of African-American parents in special education. Exceptional Children, 59(2), 123-131.

Two traditions have combined to contribute to a form of discourse that is detrimental to the participation of African-American parents in special education procedures: first, a deficit view of African-American families, and second, the deficit view of children's learning difficulties on which P.L. 94-142 is based. These deficit views, together with the focus by many professional educators on legal compliance rather than collaboration, have cast parents in the role of consent-fiver in a grossly asymmetrical form of discourse, with power residing mostly with professionals. Four specific parental roles-including parents in assessment, placement, policymaking, and advocacy would restore the balance of power in parent-professional discourse. Future research should focus on the documentation of egalitarian participation structures of AA parents and on action-oriented ethnographic studies.

This article is important because African American children continue to be designated as students with disabilities in disporportionately high numbers, and the role of parents is very important. This article is special because it reveals how attempts need to be made which give parental empowerment and equity to African-American parents.

Special Education

Harry, B., Allen, N., & McLaughlin, M. (1995). Communication versus compliance: African-American parents' involvement in special education. Exceptional Children, 61 (4), 364-377.

A longitudinal, 3 year study investigated the participation of African-American parents of 24 preschoolers in special education programs in a large urban school district. Data were collected through ethnographic interviews with parents and professionals, observations of conferences, and examinations of students' documents. Despite current perceptions of low levels of participation by African-American parents, the data show consistent initial efforts by families to support their children's schooling, eventually giving way to disillusionment with the separations created by special education placements and the lack of avenues for parental influence. The article explores ways for professionals to move from preoccupations with compliance to true communication.

This article dispels a myth about parents of African-American students. It has become common that parental noninvolvement of African-American students in one of the reasons African-American children fail to thrive in school. This article addresses the factors which affect parents' participation in the early years of their children's special education placement. Hopefully, educators will relinquish stereotypical notions about families whose structures do not resemble mainstream ideas and become more sensitive.

Linguistics

Hartwell, P. (1980). Dialect interference in writing: a critical view. Research in the Testing of English, 14(2), 1010-115.

Hartwell's thesis is that "dialect interference in writing, in and of itself, does not exist, and that pedagogies for teaching writing skills to native speakers of English that assume such interference are theoretically wrong, pedagogically unsound and socially unwise" (p. 101). After re-examining several studies that purport to substantiate the construct of dialect interference in writing, Hartwell found no valid empirical evidence to support the assumption that the spoken features of dialect are a significant cause for grammatical errors in students writing. According to Hartwell, "arguments offered to support the assumption are either logically insufficient, questionable in their theoretical bases, or so general in form as to be meaningless" (p.

108).

Literature

Haskin, J. (1969). Diary of a Harlem school teacher. New York: Grove Press.

Jim Haskin's Diary of Harlem School Teacher shows the kinds of things that have been happening to black children in the public school system. Haskins' personalized account details and shows the things that many have been aware of and have been trying to change in the Ocean Hill-Brownsville school district.

General/Anthropology

Haskins, J. & Biondi, J. (1994). Africa from Afar to Zulu: A Dictionary of African Cultures. Walker and Company: New York,.

This book gives essential information, along with photographs, maps, and illustrations about the well-know ethnic groups of Africa. The authors give you precise, clear information about the traditions, the religion, social structure and daily lifestyles of the cultures of Africa.

This is an excellent reference an resource book and interesting. There are many creative ways to incorporate this information into existing curriculums. The book is helpful to those readers who are reading about African culture an traditions for the first time.

Psychology(development)/Politics

Haste, H., Torney-Purta, J. (Eds.). (1992). The development of political understanding: A new perspective. Series title: New directions for child development, No. 56: The Jossey-Bass education series. San Francisco: Jossey-Bass Inc, Publishers.

(from the cover) This volume of "New Directions for Child Development" defines political understanding as an extension of social and moral understanding, rather than as a separate domain. This definition breaks away from the traditional model of political socialization as the reproduction over generations of attitudes, ideologies, and voting behavior. The approaches represented in this volume also challenge narrow cognitive models of development. The growth of political understanding depends on interaction between individual construction and the social negotiation of meaning within cultural constraints and repertoires of schemata available within a society.... The volume contributes to developmental theory in general and is enriched by recent advances in both cognitive and social psychology, as well as sociology. It has considerable relevance to education for citizenship. The contributors draw on British and French research, as well as work in the United States that includes African American and Chicano adolescents.

(from the introduction) This volume, "The Development of Political Understanding: A New Perspective," brings together current thinking on young people and politics. The book moves away from traditional questions about party affiliation and attitudes.... It concentrates instead on the way political, economic, social, and moral issues of the public world are understood and interwoven with everyday private thinking.

Methodology/Psychology

Hayes, C. B., Ryan, A., & Zseller, E. B. (1994, Nov.). The middle school child's perceptions of caring teachers. American Journal of Education, 103 (1), 1- 19.

Discusses caring as a requirement for growth and development, through an examination of 208 ethnically diverse, urban 6th graders' perceptions of teacher behaviors they interpret as caring. Subjects completed a questionnaire that included open-ended questions. Concepts such as responded to the individual, helped with academic work, provided good subject content, and provided fun and humor conveyed caring to most Subjects, but Subjects' perceptions of caring differed by ethnicity and sex. Teacher awareness of such differences is important. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Curriculum

Hayes, D. W. Innovation and privatization in urban education: Pilot program brings computers, high energy to Baltimore inner-city classrooms. Black Issues in Higher Education, 20-25 (1993)

The Tesseract Program which is being adopted into the Baltimore Public School System was developed by John Golle. Mr. Golle developed the curriculum after experiencing the effects of being a parent with one child who is labeled "gifted" and one who is labeled "learning disabled."

The fundamentals of the Tesseract Program are simple. Instead of report cards, teachers send home progress reports. There are also individual educational plans developed for each students by his/her parent(s) and teacher. The student teacher ratios are also lowered by using teaching interns, and every child is believed to possess a gift or talent. Most importantly, however, there are no labels in the Tesseract Program.

Psychology

Hayes, W. H., Banks, W. M. (1972). The nigger box or redefinition of the counselor's role. In R. L. Jones (Ed.) Black Psychology, 225-232.

This article discusses the role of counselors in addressing the specific needs of African American students. The authors have developed unique comparison using

B. F. Skinner's concept of the "Skinner Box" in which rats are manipulated into performing specific behaviors to gain rewards. Similarly, the authors' "Nigger Box" describes the predicament of many black youth who, in order to achieve certain rewards must emulate white behaviors and attitudes. The article urges counselors to examine the "sickness of society" rather than black reaction to this sickness, when relating to black youth. It also provides perspective on the role of counselors and educators in understanding the behaviors of black youth.

Linguistics

Haynes, W. O., Moran, M. J. (1989, Oct.). A cross-sectional developmental study of final consonant production in southern Black children from preschool through third grade. Language, Speech, & Hearing Services in Schools, 20 (4), 400-406.

The sounds-in-words subtest of the Goldman Fristoe Test of Articulation was administered to 222 Black children in preschool through 3rd grade. The Subjects resided in rural east central Alabama, and used the Black English dialect common to that region. Subjects' responses were analyzed using the PROPH computer program for analysis of phonological processes. The analysis revealed phonological process patterns similar to those reported in the developmental literature with the exception of final consonant deletion. Southern Black children may continue to delete final consonants well beyond the age indicated by norms gathered on predominantly White Subjects. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Health

Haynes, K. (1992). Why hypertension strikes twice as many blacks as whites. Ebony.

Haynes provides useful information about the disparity of hypertension among blacks and whites. According to the American Heart Association, hypertension strikes twice as many blacks as whites. Haynes goes on to state that African Americans also suffer from chronic hypertension nearly five to seven times more often than whites. Moreover, Haynes adds that leading research suggest that the stress of living in America's inner cities plays a major role in triggering high blood pressure in blacks with a genetic predisposition to the condition and as a result having a much higher rate of blood pressure than blacks in Africa. Nevertheless, other researchers present a different perspective of hypertension and blacks. Dr. Robert F. Murry, Jr., director of the division of medical genetics at the Howard University College of Medicine theorizes that hypertension in blacks is due to an inherited salt sensitivity. Dr. Rodger J. Allen of the University of Maryland at College Park provides a study which indicates that blood pressure levels in blacks are ten times that of whites. Ultimately, Haynes states that the way blacks react to stressful situations, such as encountering race bias, can have a significant effect on their blood pressure and that avoiding confrontations and taking time to relax are ways to reduce hypertension.

Sociology/Gangs, violence, etc.
HBO Special. (1994). Gang War: Banging in Little Rock.

This special focuses on the role of socialization of gangs for America's children and teens. Most of the special contains footage of actual interviews with gang members, and describes the sense of community that belonging to a gang gives them. The video is important, because it adds to the understanding of the role of gangs in the socialization of many African-American youth, particularly in the inner city.

Gangs have an organized set of beliefs, rituals and values that create a specific cultural experience for gang members, which supplants the role of the family in the socialization process. It is this sense of fictive kin that allows the teens to feel connected, loved and valued. It is no accident that most participants came from impoverished neighborhoods, where hopelessness and helplessness may run high. Without membership, the teens risks becoming a victim of other gangs; there is protection in numbers. Therefore there is a survival function that these groups provide.

The vocabulary and practices gang members utilize is symbolic of the sense of belongingness and loyalty members receive around the survival task. Some examples are: 1) "Nation:" group of allied gangs, for example, the "Crips," found across the U.S.; 2) "Quoted In:" Initiate must be beat up by several existing members; (girls may opt to get "sexed in" by having sex with all the male members. Once one belongs, he/she are entitled to "get love" from the other members. One teen states, "We found unity and love in the gang, not from our family." Other expressions of culture include, "Stacking," telling a story with hand signs, usually done to rap music, the wearing of colored bandannas, tattooing or branding gang insignia, and graffiti representing gang member affiliation.

Power Schools
HBO. (1994). I Am a Promise: The Children of Stanton Elementary.

This documentary follows the activities of an inner-city elementary school in Philadelphia. One-hundred percent of the population is African-American, 90% are from single parent, impoverished homes. The program focuses less on the educational role the school plays; (although that is vital) the emphasis is more on the school as an agent of socialization and self-esteem building.

The show opens with the principal reminding the student body of the schools credo, "We are talented, intelligent, gifted." The students repeat back these words in a mantra. Much of the footage focuses on the role of discipline and parent involvement in a team effort to curb behavior problems of the more impulsive children. This was less interesting than the use of teachers and staff members as educators to the tasks of surviving in an environment full of dangers. Of special interest waste the division of first grade males into a gender specific class headed by an African-American teacher (who grew up in the "hood"). The focus of this class was development of problem-solving strategies, such as what to do "when the police come to your house because your dad drinks too much." The point was to teach coping and elevate self-esteem through the use of a positive role model. Another segment illustrated the creative resilience of many of these children, that is often lost in the label "inner-city child." Nadia, an eleven year old "gifted" student, "adopted" and moved in with an older neighbor, calling him her grandfather, after becoming frustrated with the environment her crack-addicted parents were creating.

The strength of this work is in its identification of the proactive role schools need to take in the role of children's socialization and positive identity development, particularly in inner city schools.

Linguistics

Heath, S. B. (1990). The children of Trackton's children: Spoken and written language in social change. In J. W. Stigler, R. A. Shweder, & G. Herdt (Eds.), Cultural psychology: Essays on comparative human development (pp 496-519). New York: Cambridge University Press.

(from the chapter) (addresses) the question of the extent to which the meanings of cultural membership, played out in numerous texts by Trackton (a community of southern black working-class families described initially during the turbulent years of the 1960s and 1970s) adults for and with their children .... were retained and understood by the young sufficiently to be carried into their socialization practices with their own children... what are the resources for adaptation within different symbols or cultural texts ... and what difference does the degree of time spent with local-community-created and sustained symbols, as opposed to mass-produced ones, make to the vitality of one's identification as a member of any sociocultural body... (addresses) the comparative differences between the socialization of Trackton's children in the 1970s and the children of those children in the late 1980s... language socialization; the move to urban life.

Linguistics

Heath, S.B. (1983). Ways with Words. Cambridge, UK: Cambridge University Press.

Heath asks the question, "What were the effects of preschool home and community environments on the learning of those language structures and uses which were needed in classrooms and job settings?" Heath, along with long-time inhabitants of the area, students taking classes under his instruction who were also teacher, businessmen, mill personnel, provided research to answer this pending question. This question was given birth during the era of desegregation. out of which came the concern that blacks and whites needed to know more about how to communicate with each other. In Part I of his book. Heath (the ethnographer) takes you on a descriptive journey through the two townships which for precarious natures. the people. places (Trackton & Roadville), and names are pseudonyms. Roadville is a white working class community of families steeped for four generations in the life of textile mills. Trackton is a black working-class community whose older generations grew up farming the land, but whose current members worked in the mills. In Part II of his book, Heath works with teachers to enable them to become participant observers in their own domains and to use the knowledge from the ethnographies of Trackton and Roadville to inform their motivations, practices, and programs of teacher. Heath believes teachers could make school a place which allows students to capitalize on the skills, values, and knowledge they brought there, and to add on the conceptual structures imparted by the school. Furthermore, Heath suggests that his text is written for the learning researchers, non-academic and academics alike. Finally, Heath advises that children and teachers across cultural groups, if provided adequate information in suitable forms, could learn to articulate relations between cultural patters of talking and knowing, and understanding such relations, to make choices.

Learning Styles

Heath, S. B. (1988). What no bedtime story means: Narrative skills at home and school. In Wurzel, J. S. Toward Multiculturalism, 162-184. Yarmouth Maine: Intercultural Press, Inc.

The author presents the results on an ethnographic study in the Piedmont area of North Carolina. Heath studied white working class families from the Roadville community who traditional worked in the textile industry. She compared this community with a working class black group, the Trackton community, who for generations were rural farmers.

In the Roadville community a ritual of reading related activities occurred before naps and at bedtime. Reading is emphasized and is repeatedly practiced, coached, and rewarded. In the Trackton community children are constantly communicating with others on a human level. Reading is not emphasized, and bedtime is framed around reading bedtime stories. Rewards are often nonverbal in nature, such as extra fondling, laughter, and cuddling from adults. Children imitate what they hear and see from adults, and not formal organized activities.

This article suggests the importance of understanding cultural differences among children from environments unlike those of the standard population. Respecting and recognizing these differences with affect the academic and social success of all children.

Psychology (testing)/ Special Education

Hehir, T., & Latus, T. (Eds.). (1993). Special education at the century's end: evolution of theory and practice since 1970. Cambridge: Harvard Educational Review Reprint Series, No. 23.

Psychology (testing)

Helms, J. E. (1992). Why is there no study cultural equivalence in standardized cognitive ability testing? American Psychologist, 47 (9), 1083-1101.

The author points out cultural bias in cognitive ability testing. The author challenges research that conclude that differences in performance on cognitive ability tests can be explained by genetics or environmental philosophical perspectives, It is maintained that the genetic view of cognitive ability of test construction and validation wrongly measures intellectual ability with test scores because the cultural origins o the test takers are overlooked. In response, the culturalist perspective is presented here as an alternative approach for evaluating racial cultural influences on cognitive ability tests.

Psychology(identity)

Helms, J. E. (1990). Black and white racial identity theory, research and practice. Westport, CN: Greenwood Press, Inc.

Janet Helms operates from the premise that there are no sufficient psychological models or paradigms designed specifically for the purpose of addressing racial/ethnic development in the study of behavior. She goes on to postulate that the substitutes currently being used stem from the delusion that by simply locating a person in one sociopolitical racial category, one can predict that person's behavior. The result of this deliberate ruse is that practitioners and researchers in the field of psychology are left guessing about how such matters should be managed, which causes confusion.

She, therefore, attempts to lift the veil from this ruse and provide a sufficient model: first, demonstrating that race can be studied from a psychological perspective; secondly, gathering into one place much of the relevant literature that has remained scattered in nontraditional social science and behavioral literature for many years; and lastly, inspiring others not only to begin to examine the utility of racial identity models for understanding the behavior of blacks and whites, but also to begin to consider the usefulness of racially/culturally explicit models for guiding research and practice.

Special Education

Heller, K., Holtzman, W., & Messick, S. (Eds.). (1982). Placing children in special education: A strategy for equity. Washington, D.C.: Academy Press.

Methodology/Curriculum

Hendricks, W. M. (1995). Career counseling with African-American college students. Journal of Career Development 21 (2), 117-126.

In a study by Burrell and Trombley (1983) it was found that at one predominately white institution, minority students identified career planning as one of the most important student support services available to students. In the national Career Development Association's national survey, Brown, Minor, and Jepsen (199-) reported that of the four racial and ethnic groups investigated, African Americans "more frequently" reported needing assistance in getting occupational information, wanting to see occupational information improved, perceiving discrimination on the job, expecting to leave their current career, and recommending greater focus on career development activities in the schools.

Sociology/Sociology (family)

Henley, J. R. (1993). The significance of social context: The case of adolescent childbearing in the African-American community. Journal of Black Psychology, 19 (4), 461-477.

This article deals with childbearing rates of African-Americans, the role the family and society play in this, and policies that can be implemented to deal with this situation. African-American adolescents have a higher childbearing rate than white adolescents, with an increased rate in both groups since 1988. Ethnic differences in teen birth rates and sexual experience decrease with the increase in birth rates and sexual experience decreases with the increase in parental education, but do not disappear completely. African-American teens generally reach menarche earlier and are more apt to engage in sex at an earlier age, thus their probability of becoming pregnant increases. The author cites Crane (1991) who found that the pregnancy rate decreased if there were high-status workers in the community. If the adolescents perceived that job opportunities were available for them, the pregnancy rate decreased. The school that the teens attend also affects their childbearing rate. Family supervision and encouragement are also important. Not enough supervision or too much supervision can be detrimental. African American teenage mothers tend to not interrupt their education and are thus able to procure jobs. Sex education classes, more public health clinics, and youth employment programs are policies that must be implemented in order to help eliminate the adolescent childbearing problem in society today.

Sociology/ Psychology/Bi-racial

Henriques, F. (1975). Children of conflict: A study of interracial sex and marriages. New York: E. P. Dutton.

Fernando Henriques starts from the sociological premise that miscegenation--the mixing of the races--has been a social and sexual phenomenon throughout the history of the world. He attempts to establish its importance and significance as a social catalyst. He is primarily concerned with the profound guilt feelings arising out of the sexual abuse which has characterized sexual relations between the non-European and the European. In truth, no single book could possibly hope to survey all the manifestations of miscegenation on a global scale. The author, therefore, analyzes in considerable detail the historical and sociological effects throughout the U.S., Britain, the Caribbean and Africa. This analysis is preceded by a discussion of the social situations which precipitate sexual relationships between different ethnic groups.

Methodology

Henry, A. (1992). African Canadian woman teachers' activism: Recreating committees of caring and resistance. Journal of Negro Education, 61, 392-404.

Henry explores the relationship between family, community, and classroom teaching as a symbiotic one that informs African Canadian women teacher's perspectives about educating black children (Henry 1992). Henry demonstrated how five teachers' experiences and consciousness shaped the kinds of strategies that they put forth in their daily lives for the social betterment of black children and sustenance of black cultural survival (Henry 1992). Henry suggest that the communities of caring and resistance that these teachers of learning help create underscore that Canada's mainstream institutions of learning do not offer enough support for black children and families (Henry 1992). Moreover, Henry continues to maintain that an evaluation of alternative pedagogies for black children, such as those employed in her evaluative study, needs to take into consideration the community-based and community-wide efforts that contribute to black children's moral and intellectual development (Henry 1992).

Linguistics

Herman, J. A. (19--). Hold your tongue: Bilingualism and the politics of "English only." Harvard Educational Review, 63 (1), 105-110.

The author gives an editorial review of the text, Hold Your Tongue, written by James Crowford. Hold your tongue presents compelling investigation of U.S. English, a thoughtful exploration of the motives, assumptions, and ignorance that underline many of the arguments in favor of English only legislation and a valuable discussion of tne United States' past and present difficulties with intolerance and discrimination against immigrants.

Economics

Herzog, E., Newcomb, C., Cisin, I. H. (1972). But some are more poor than others: SES differences

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in a preschool program. American Journal of Orthopsychiatry, 42 (1), 4-22.

Conducted a study of a preschool enrichment program which underlines the importance of socioeconomic stratification within a poverty group and of subgroup analysis in evaluation of intervention programs. 30 experimental and 66 control 3-yr-old Negro children were followed and evaluated over a 5-yr period mainly by scores on the Stanford-Binet Intelligence Scale. Data was examined to determine to what extent a standard nursery school that includes work with parents can enhance later school development of children whose families fall below the poverty level. Although initial gains of the experimental group declined, and later comparisons of total group means were disappointing, important interrelations and subgroup differences were associated with 3 variables: socioeconomic status, sex, and initial IQ score.

History

Higgenbotham, L. (1978). In the matter of color. New York: Oxford.

This book is separated into four parts in which Higgenbotham cites historical accounts and relays his opinions of various issues concerning blacks in America, from slavery to the present. In Part One, he deals with race and the American legal process, where he cites some of the ways blacks have been cheated out of true justice by the courts.

Part Two details the black experience in colonial America, primarily concentrating on Virginia, Massachusetts, New York, South Carolina, Georgia and Pennsylvania. When dealing with Virginia, he focuses on the role that this state, one of the most corrupt of the slave states, played in producing six presidents. In Massachusetts he compares and contrasts slavery, as an institution, with the coming of the Pilgrims. He chooses New York as the paradigm of he northern treatment of slaves. Finally, in discussions of Georgia and Pennsylvania, he takes a critical look at the abolitionist movements and even deals with the liberal German influence in those movements.

Part Three deals with an oft-overlooked part of slaver, the slavery system in England. The main character he focuses on is James Sommersett, a black ex-slave. Higgenbotham ends by attacking the Declaration of Independence, when he asks the question, is it a self-evident truth or self-evident lie. He uses quotes from Lincoln, Jefferson and several other prominent political and social figures from a sixty-year period who condemn themselves.

Psychology (development)/Rites of Passage

Hill, P. Jr. (1992). Coming of age: The African American male rites-of-passage. Chicago: African American Images.

An overview of the issues confronting the African-American male is given and a strategy to nurture a new generation of African-American males is offered. Rites-of-passage are presented as a coming of age strategy for black males which is necessary for their survival. The book represents a reaction to the past and present but takes a proactive role in dealing with the future so African American males will be able to surpass past generations.

Two chapters are devoted to the problems based on statistics and the media and the causes of these problems. The final two chapters focus on working with our black youths from an early age to develop them socially, emotionally, and educationally. Seven rites-of-passage to strive for and maintain unity in their family, community, ethnic group, nation, and planet are presented: They are self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith. Examples of rites-of-passage models are given.

"In light of the proliferation of Rites of Passage programs in the Black community, this book is sorely needed because it gives both definition and clarity to this movement. In this regard, the author provides us with a broad landscape that appropriately addresses the important aspects of the passages which prepare young males for manhood. Concomitantly, he also provides us with a historical overview of the cultural manifestations which govern the rites that make up the human development cycle. Additionally, the author points out that Rites of Passage is more than a ritualistic ceremony but an ongoing process of socialization that begins at birth and continues to death (and beyond)." --Useni Eugene Perkins.

Methodology

Hill, M. (1992). Training African American parents for success. Cleveland, OH: Corporate Source: East End Neighborhood House. ED 357092.

This guide addressed a number of issues for African-American parents. Chapter 2 discussed familial parenting patterns and the affects of slavery on the African-American family. The African concept of wholeness and unity was what enabled our ancestors to pass down their family and parenting traits from generation to generation. This chapter also compared the core characteristics/traits of African American society to Euro-American society in addition to strong character traits developed by African-American families as a result of conditions before, during and after slavery. Also discussed were five support systems which Dr. Wade Nobles feel are crucial in the contemporary African-American family's child rearing techniques. This article was important because it identifies traits which can be used for African-American children today. The techniques are culturally based because it has enabled us to survive.

Psychology(development)

Hill, P., Jr. (199?). Transformations: A guide for adulthood development. Self-published.

Paul Hill Jr., a major architect of the Black Men's Movement, provides us with another stellar document to assist Black men who are seeking to define their manhood within the context of an African-centered paradigm. Transformations is not a treatise on Black men but a programmatic guide to help black men examine themselves and acquire values (Nguzo Sava) that are the foundation for strong, competent and responsible Black men. --Useni Eugene Perkins.

Sociology (family)

Hill, R. (1977). Informal adoption among black families. Washington, DC: National Urban League.

This is an in-depth study of the social and economic characteristics of informally adoptive families in the black community. Hill undertakes this study so it can be used as supplemental data for child welfare agencies. He feels that increased knowledge about the informal adoptive practices of the black family will better facilitate the identification of good black foster homes.

His findings are based on primary and secondary research into the quality of care being provided informally-adopted children and the kinds of social services needed by those families. He uses as his premise the historical data that supports the prevalence and impact the extended family has had on the advancement of blacks in America. The strong kinship networks that exist in extended families he wants to maintain, but he berates the welfare agencies for not paying enough attention to this possible resource for black foster homes.

History (primary source)

Hill, R. A., & Blair, B. (Eds.). (1987). Marcus Garvey: Life and lessons. Berkeley: University of California Press.

This book is primarily a vast and extensive collection of the Marcus Garvey Papers. The Papers are based on a comprehensive survey of all the presently available historical manuscripts and records pertaining to the life and work of Marcus Mosiah Garvey, as well as to the popular worldwide organization that he founded (The Universal Negro Improvement Association) and led from its inception in 1914 until his death in 1940. As the record of the only organized international mass movement of persons of African descent and as the history of a mass social phenomenon, these Papers go beyond a preoccupation with the fortunes of a single, even if major, historical figure. The authors focus as much on the participation of members and supporters as well as on Garvey's activities as the political leader of the movement.

Curriculum

Hilliard, A.G. Payton-Stewart, & Williams, L. O. (1995). Infusion of African and African American content in the school curriculum. Chicago, Illinois: Third World Press.

This publication is a compilation of presentations given at the 1989 National Conference on the Infusion of African and African American Content in the School Curriculum. Also included is an extensive, valuable study and teaching reading guide of African world history by John Henrik Clarke. This symposium's purpose was to expose the attendees to information relevant to the education and socialization of the African child. The idea was to provide a plethora of valuable teaching tools that they could integrate into the school curriculum. Scholars have spent the last 100 years revising the falsified history about Africans to recreate an accurate story of the accomplishments and experiences of Africans and African Americans.

The aim was also to present these scholarly findings to educators and practitioners within a multi disciplinary and holistic context dealing with the content from a variety of perspectives including theory, models, resources, and networks. Included in this text, are the presentations given by Wade W. Nobles, Johnnetta B. Cole, Ramona H. Edelin, John Henrik Clarke, Richard A. Long, and Ivan van Sertima.

Literature/ Philosophy/Spirituality

Hilliard, A. G., III, Williams, L., & Damali, N. (Eds.). (1987). The teachings of Ptahhotep: The oldest book in the world. Georgia: Black World Press (originally published c. 2388 B.C.E. to 2356 B.C.E.).

This booklet is an edited English translation of the oldest complete papyrus ever found. It is a set of instructions authored by Ptahhotep that was intended for "Pharaoh's son" in order to help guide him towards obtaining "good speech."

It has been proven that Ptahhotep lived about 2,500 B.C.E. (Before the Common [Christian] Era), during the Fifth Kemetic (ancient Egyptian) Dynasty. Though, as the authors contend, this is not the oldest papyrus ever found, it is the oldest complete papyrus.

The book begins with *The Introduction*, which gives the background to ancient Kemet, and the origins of the discovery of the papyrus, as well as a brief biographical sketch of Ptahhotep himself. The translation of the thirty-seven instructions is in the section, *The Teachings of Ptahhotep*, and *The Postscript* is an explanation as to why this book is so important for African people throughout the world.

The authors feel that this book adds not only to the proof of a highly advanced culture that pre-dates Europe, but that it connects African people to this culture. It also shows that Kemites were highly intellectual as well as spiritual, and that studying ancient texts like this one can shed light on "the development of the world and 'western civilization'."

The Selected Bibliography is exactly that, where the authors give the reader a thorough list of works pertaining to Kemet by other scholars.

Learning styles/ Method.Pedagog.

Hilliard, A. G. III (1989). Teachers and cultural styles in a pluralistic society. NEA Today, 7, (1), 65-69.

Dr. Hilliard examines the idea of matching teaching styles to student learning styles for improving classroom learning. Style is a dimension of culture. Therefore, a practical definition of culture is required. The definition used in this article is that of Paulo Freire, the Brazilian educator. Freire says that culture is anything that humans make. Freire makes a distinction between "nature" and what humans make, and what humans make varies greatly between cultures. Yet they are only differences which make it impossibly to create cultural universals. Some educators would rather believe that various cultures don't exist, and addressing cultural pluralism need not be a classroom goal. Research data suggests otherwise. Complimentary teaching and learning styles are not as important as are teacher expectations.

Style is an aspect of culture, and it is learned behavior. Understanding style is useful in the classroom dynamics that occur between teacher and learner. It is not yet clear, however, whether style should be a determinant in redesigning instruction. Recognizing that there are various cultural styles provides a respectful perspective which will reflect in a more positive relationship between teacher and student, and improved classroom pedagogy that stimulate the classroom environment where all students have a greater potential to learn.

General/Method./Philosophy

Hilliard, A. G., III. (1995). The maroon within us. Baltimore, MD: Black Classic Press.

Asa G. Hilliard's book is essentially a collection of his essays that deal with the tactics and techniques that should be used by African people to educate and socialize their children in an African context with African values. He speaks on subjects such as the development of viable alternatives to IQ testing in order to determine gifted students, such as what has been called the EQ, or the emotional quotient, measuring the ability of students to cope with emotional situations, as well as using an African context to judge gifted African students. He suggests that the use of music, language and learning style is decidedly different in Africans and Europeans, and therefore a separate system should be developed. He illustrates the effects of Eurocentric socialization on blacks by using the analogy of the training of a sheepdog. The sheepdog is antagonistic towards its own kind because it has lived with sheep all its life.

Linguistics/psychology

Hilliard, A. G. III. (1983). Psychological factors associated with language in the education of the African-American child. Journal of Negro Education, 52, (1), 23-34.

Asa Hilliard explores the psychological centrality of language and how language impacts the educational and developmental experience of African-American children. Dr. Hilliard begins with a discussion of the nature of language and examines how the African-American language has been perpetually categorized negatively by European American linguists and educators. Dr. Hilliard then examines how the negative connotations thus associated with African-American language impact African-American children in their immediate (home) environment, and standardized tests, and in the classroom. The article focuses upon the socio-cultural role of language and how reading and intelligence tests have politicized the issue of language by devaluing and denigrating the "nonstandard" English of African-American children. Dr. Hilliard concludes by stressing the linkage between linguistic principle - such as the validity of the language style of African-Americans - and the achievement prospects of African-American children.

Psychology(testing)

Hilliard, A. G. III. (Ed.). (1987, April-July). Testing African American students: Special issue of The Education Review, 38, 2 & 3.

The author's sole purpose in this introduction is related to standardized testing and its impact on African Americans. He provides a format in which scholars from diverse disciplines come together in this special issue to offer their unique intellectual relative to standardized testing on education and in related areas of education. Moreover, he highlights the merits of having these articles listed here.

1. They challenge the theoretical and applied science of standardized testing and assessment.
2. They introduce the concept and orientation of African psychology and its application in testing and assessment.
3. The reflect an Afro-Centric approach.

Special Education

Hilliard, A. G. (1992). The pitfalls and promises of special education practice. Exception Children, 59(2), 168-172.

This article discussed a report by the National Research Council on the disproportionately high number of African-American males in mentally handicapped classes and the problems with equity in special education. The NRC found an elaborate system in place which did not function as intended and where there were no benefits for its students. A new model, Feurstein's Approach, was also discussed.

This approach is a clinically grounded, articulated and theoretically elaborated diagnosis and mediational system.

This article questions the validity of traditional pedagogy. It exposes another approach to pedagogy that produces meaningful academic gains for students.

Methodology/Learning Styles

Hilliard, A. G. III. (1992). Behavioral style, culture, and teaching and learning. Journal of Negro Education, 61 (3), pp. 370 - 376.

This review of literature addresses behavior style and how it might explain the gap in test performance between black and white students. It hypothesizes that two groups of students with the same intellectual potential because of diversity in socialization, will develop habits and preferences that cause them to manifest their mental powers in different ways.

Through research and a collection of data, Hilliard shows that a variety of distinct behavioral styles exist and that cultural groups vary with respect to behavioral styles. He presents a table that shows the contrasting institutional styles of American schools. With an understanding of different styles it is possible that some pedagogical problems can be improved.

The article presents the argument that it is not an issue of student capacity to accommodate to the style but the schools capacity to provide students with a diversity of styles. When schools are rigid and encapsulated in style that mimics the particular cultural style of European Americans they fail to enrich the school experience for all children. Culturally based behavioral style variations in schools will create the potential for improving schools and student achievement.

Methodology/Politics

Hilliard, A. G. III. (1991, September). Do we have the will to educate all children? Educational Leadership, pp. 31-36.

Hilliard cites the teaching expertise of Abdulaim Shabazz and Jaime Escalante and presents the two as excellent role models in awakening the genius in our children. Hilliard feels that it is essential for teachers to operate as mediator allowing students to release this awesome potential (Hilliard 1991). But before one can do this, Hilliard states that some restructuring of the fundamental belief system, used in curricula, must occur. Teachers must first tap into their potential, look closely at the goals set for our children, and believe in them, after which strategic methods of learning such as: mainstreaning, decentralization, untracking multiculturalism, and cooperative learning can be executed (Hilliard 1991).

Method. &Pedagogy/History/Traditional Education

Hilliard, Asa G. III. (1983). Kemetic concepts in Education. Journal of African Civilizations 6 (2), 133-153.

The author makes a comparison between ancient African systems of education (KMT) and Western education systems. He maintains that Western educational systems were created using the same concepts and principles implemented in African educational systems centuries ago. He provides a brief but sound historical linkage between KMT and western educational systems. The primary reason for comparisons is that with an understanding of KMT, we can understand ancient education and western education. With this knowledge an effective system can be created to educate African Americans.

Curriculum

Hilliard, Asa G. III (1991). Why we must pluralize the curriculum. Educational/Leadership, 49 (4), December/January, 12-14.

Dr. Hilliard discussed the critical orientations of present curriculum in the need for a valid and pluralistic one. Dr. Hilliard suggests that this curriculum must be considered from two angles: (1) the equitable distribution of high-quality instruction, (2) understanding of the fact that no academic content is neutral, nor is the specific cultural content of any ethnic group universal in and of itself. Furthermore, he adds that respect for preserving diversity, self esteem, and full truth of the human experience is worthy of our schools and our children.

Psychology (Self Concept/Identity)

Hillman, S. B. (1992). Three studies supporting self-protective mechanisms in stigmatized minority adolescents. (Report No. CG-024-579). U. S., Michigan. (ERIC) Document Reproduction Service No. ED 350 525.

Individuals who are stigmatized are people for whom others hold negative beliefs. In these three 1989 studies members of a stigmatized group were 7th and 8th grade adolescents from a large urban Midwestern African American population. In the first study the Piers-Harris Children's self concept scale was administered to 196 African Americans. Scores for this sample were significantly higher than the norms for the total self-concept scores and for all six self-concept subscales. In the second study the Nowicki-Strickland scale, a measure of internal-external locus of control was administered to 110 adolescent African Americans. The results indicated that the African American youngsters in this sample were more external in their beliefs about events which control their lives that the 1973 comparison group of Nowick and Strickland. In the third study the Attributional Style Questionnaire was used to examine the use of externalization as a self-protective mechanism. The results showed that attributional style in response to positive events is significantly different than for style in response to negative events. The three studies indicated that the global self-concept of these youngsters was significantly higher than reported norms that they were more external in their beliefs about events which control their lives that reported norms; and that they view themselves as having more influence over positive life events than over negative life events.

Sociology(family)

Hodges, Vanessa G.; Guterman, Neil B.; Blythe, Betty J.; Bronson, Denise E. (1989). Intensive aftercare services for children. Social Casework, 1989 Sep, 7O (7),397-404.

Reports on the development of an intensive aftercare program for children designed to facilitate the reunification of the family and help maintain the gains that were made during residential treatment. The developmental process involves five distinct phases: problem analysis, the design phase, the development stage, an overall summary evaluation of the effectiveness of the intervention, and the diffusion and adoption phase. Topics discussed include case planning, parent training, social support, crisis intervention, and school linkage. A case study of a 12 year old Black male illustrates how the program was implemented. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Sociology/ Philosophy/Political Science

Hofstadter, R. (1955). Social Darwinism in American thought. Boston: Beacon Press.

Hofstadter evaluates and review the contributions and theories of Social Darwinist thinkers, their critics and the application of these theories on a national level. He evaluates Herbert Spencer, Lester Ward and Will Sumner. Spencer is the only Social Darwinist who came before Darwin. It was Spencer who coined the term, "survival of the fittest," and he severely critiqued state interference, regulation of business and public assistance for the poor. Sumner advocated a much more malignant form of Social Darwinism where he justified the existing social inequalities as the result of natural selection. He also condemned any typ of government activism, extolled the virtues of the economic status quo, and vehemently railed against the labor unions. He ends his analysis of individuals with the sociologist, Lester Ward. Ward was a staunch critic of Social Darwinism and ridiculed them on the fundamental error of believing that the favors of the world were distributed solely on merit.

He mentions how Social Darwinist theories were marshaled into the service for American imperialism to legitimate the world-wide subordination of the so-called inferior races to Anglo-Saxon hegemony. Darwinism was called on again to back the philosophy of the eugenics movement, which thought that less fit people being allowed into the military was dropping the standard of American intelligence.

Racism/Health

Hogue, C.J., & Hargraves, M.A. (1993). Class, race, and infant mortality in the United States. Am J Public Health, 83 (1), 9-12.

This article suggests that the U.S. Black Infant Mortality rate is still twice that of Whites, and it is a race issue. The researcher cites Sweden as a health care system that has successfully worked to eliminate social class differences and provide comprehensive health care to its citizens. The authors feel that this is an area of public concern that should be examined.

This is particularly relevant due to current attempts to revamp America's health care system.

Media/Politics

Holland, Bill. House Panel to examine Rap. Billboard Publications, 1, February 19, 1994.

Cardiss Collins, Democrat from Chicago finds it important to hold a hearing on rap music and its effect on young African-Americans. She sees it as "misogynistic, violent, homophobic." She says she represents many African-American leaders who are concerned about the message this music is sending.

Ms. Collins, and the African-American leaders miss the point. The message isn't in the offensive words, but behind them. The cause and solution to the problem are with those who the rappers believe failed and deserted them. The music conglomerates further complicate the matter with their contradictory relationship with the gansta rappers. It is interesting that though this was a very public meeting to discuss a controversial issue, there were no plans to introduce federal legislation to ban the "obscene, violent..hate-mongering lyrics." We should question whether this is a sincere effort or just a subtle attempt to perpetuate the myths and sweep the real problem under the rug. This is a reminder to look past the politics and get to the message.

Psychology

Hollander, Eric; DeCaria, Concetta M.; Aronowitz, Bonnie; Klein, Donald F. and others. (1991). A pilot follow-up study of childhood soft signs and the development of adult psychopathology. 143rd Annual Meeting of the American Psychiatric Association. New York, New York). Journal of Neuropsychiatry & Clinical Neurosciences, 1991 Spring, 3 (2), 186-189.

A subgroup of English speaking Black males (4 of 12) with childhood soft signs at age 7 years and adolescent anxiety-withdrawal disorders at age 17 years were followed up into adulthood (aged 27 years) and assessed for soft signs and psychiatric diagnoses. (Soft signs are neurological phenomena that occur in the absence of evidence of gross neurological disease). These Subjects continued to have soft-signs abnormalities and most had adult anxiety or affective disorders, including obsessive-compulsive disorder (OCD). In contrast, control Subjects with childhood soft signs but no adolescent anxiety disorders had fewer soft signs at follow-up and no discrete adult anxiety or affective disorders. They did have obsessive-compulsive symptoms that did not meet criteria for OCD. (PsycINFO Database Copyright 1991 American Psychological Assn. all rights reserved).

History

Holling, Jill. (1971). A Young Historian Book: African Nationalism. New York: The John Day Company.

This book discusses Africa's drive for independence. It details how African countries won their freedom and who were the proponents backing the struggle of freedom from the colonial power. This book informs the reader of significant leaders like Jomo Kenyatta of Kenya and Kwame Nkrumah of Ghana who helped lead the way to their prospective country's independence. Further, Holling writes of how some African countries were able to gain their independence by nationalizing. The author also points out how some Africans who live under apartheid or who formerly experienced apartheid, were and are able to deal with it either through revolutionary actions or some type of political concessions. Last, this book is written as if it were a history test. Some of the chapters are "Africa and Its People", "Colonialism", and "Nationalism and the Nationalist". There are eight chapters in all with the last chapter being appropriately called "Modern Africa".

Method.(literacy)

Hollingsworth, S., Teel, K., & Minarik, L. Learning to Teach Aaron: A beginning teacher's story of literacy instruction in an urban classroom. Journal of Teacher Education, 43, (2), 116-127.

Originally presented as a paper at the International Reading Association meeting in Atlanta in 1990, this article relates the changes in philosophy and pedagogy of a first year teacher. This is Leslie Minarik's story of learning to teach Aaron, an African-American second-grader, experiencing difficulty in reading. The narrative unfolds a longitudinal study which traces Leslie's first through third year of teaching. Data was collected bimonthly in the form of field notes and videotapes as well as monthly meetings in a social setting to talk about learning to teach. The study documents how Leslie learned to endorse, modify, and resist norms for literacy instruction she encountered both in school and in her teacher preparation program as she learned to teach Aaron. She realized the danger of a single philosophical approach, listened to children as a guide for moving beyond it, and shared her knowledge with others.

Curriculum/Power teaching/Teaching & Learning Styles/Method

Hollins, E.R. (1982). The Marva Collins' story revisited: Implications for regular classroom instruction. Journal of Teacher Education, 33 (1), 37-40.

Hollins highlights "cultural congruence" as a key factor in the success of Marva Collins with her students at the Westside preparatory School in Chicago. The author defines cultural congruence as the relationship between the curriculum and the students' cultural experience beyond and outside the school. Hollins explore Ms. Collins' affective, direct teaching style in light of her use of the traditional curriculum within the context of her student's experiences. Ms. Collins drew from the Black familial, peer, and church contextual settings with which her students were familiar. Hollins provides specific accounts of the methods Ms. Collins employed and the ways in which they were congruent with her students' cultural background and experiences.

Curriculum/Method.

Hollins, Etta R. & Spencer, Kathleen. (1990). Restructuring Schools for Cultural Inclusion: Changing the Schooling Process for African American Youngsters. Journal of Education, 23 (2), 98-101.

In order for schools to change they must replace the basic tenants of schooling and promote acculturation, improve standards of behavior, and increase school knowledge. The African American students schooling process must be restructured in ways that provide cultural inclusion. This means incorporating the culture of the learner into academic and social learning processes, and promoting personal, human, and social development.

To support this theory a survey in an urban school setting where African American students were less than five percent was done. Twenty students were interviewed about their experiences in school. The study documents the negative perceptions and experiences of African American students and emphasizes the need for student voices to be heard. Data suggests that adults in the school environment might be more problematic for African American students than for their peers and reveals a basic need to reexamine and change how school personnel interacts with African American students.

The important components for changing school processes includes; 1) creating an attitude and atmosphere for cultural inclusion for all groups within the school setting; 2) changing the content, purpose and organization of the school curriculum; and 3) making significant changes in pedagogical practices.

Sociology/ Anthropology

Holloway, J. (1990). Africanisms in American culture. Bloomington, I.N.: Indiana University Press.

Joseph Holloway's work is really a collection of essays that takes on the arduous task of providing a new and comprehensive examination of Africanisms in

America from historical, linguistic, religious and artistic perspectives. He treads water where only few before him have even attempted to wade; only a handful of studies have tried to update the work done by Melville Herskovits of 50 years ago. His essays do that and delve deeply into African cultural survivals in North American not previously described by Herskovits or any other researcher.

The author's research indicates that the most direct North American remnants of African culture are found in a number of isolated communities, mainly in Florida, Georgia and South Carolina. Holloway also discusses how the fuel for the debate over the survival of African culture in America came from these very hemispheric and geographic differences. This debate is a very important part of the book because it combats the renowned black sociologist E. Franklin Frazier's assumption that slavery destroyed all traces of the African within the black American, a belief that has been held on and off by most black and white scholars over the last 50 years.

Curriculum/Literature

Holmes, C. L. (1993). New visions of a liberated future: Afrocentric paradigms, literature and curriculum for survival and beyond. Ph.D. Dissertation. Temple University.

This study was conducted in three parts. The study used several theories and applied them to define and focus on the instructional needs of African American children. It uses the theory of Afrocentricity and other theories and research presented over the last two decades.

The first part assessed analyzing African centered concepts and paradigms, identifying common cultural references, and determining whether there was evidence of increased African awareness in post 1960s creative and pedagogical literature.

The second part extracted paradigms from literature that offered solutions for addressing the educational needs of the African child and "saving the African American child." From these teaching theories, the study created a series of questions to be used as guidelines for critiquing and teaching African literature to elementary and secondary children.

The third part provides grade appropriate books by American African writers. Each author was interviewed to determine their historical, cultural, and geographical center. The study concludes with an appendix of authors and suggestions for each instructional level.

Linguistics

Holobow, Naomi E.; Genesee, Fred; Lambert, Wallace E.; Gastright, Joseph; and others. (1987). Effectiveness of partial French immersion for children from different social class and ethnic backgrounds. Applied Psycholinguistics, 8 (2), 137-151.

Evaluated a program of partial (half-day) French immersion in kindergarten. The English and French language development of 122 native English-speaking children from both working and middle class backgrounds was assessed. Results indicate that the 73 experimental Subjects progressed just as well in English as 70 matched controls who followed a conventional all-English program. It was also found that socioeconomically underprivileged Subjects (both Black and White) benefited from an immersion-type introduction to a foreign language as much as Subjects from middle class homes did. Degree of progress in French was not linked with social class background, even though this background factor clearly affected performance on the English language tests.

Psychology(development)

Honig, Alice S. (1991). Piagetian and psychometric development of 12 month old disadvantaged infants in an enrichment program. Special Issue: Varieties of early child care research. Early Child Development & Care, 68, 71-87.

Investigated whether an infancy intervention program emphasizing enriched language curriculum and Piagetian tasks, combined with responsive caregiving and Eriksonian basic trust building, would enhance cognitive outcomes for 16 12 months old Black, disadvantaged children. 16 matched Subjects who did not participate in the intervention served as controls. All Subjects were assessed on the Cattell Infant Intelligence Scales (CIIS) and Piagetian Infancy Scales. No differences emerged for the CIIS, but program infants were differentiated from controls on the Piagetian Object Permanence and Means-Ends scales. (PsycINFO Database Copyright 1992 American Psychological Assn. all rights reserved).

Psychology (Testing)

Hood, Denice Ward. (1992). Academic and Noncognitive Factors Affecting the Retention of Black Men at a Predominantly White University. Journal of Negro Education.

Hood presents a study which was designed to investigate whether and to what extent noncognitive and the traditional precollege variable such as ACT score and high school class rank predict first-semester grade point averages (GPA) and enrollment status for ESP (Office of Educational Services and Programs) - admitted freshman students by ethnic and gender sub groups (Hood 1992). However, Hood's finding suggest that high school rank explained a small amount of (10%) of the variance of GPA for Black men, thus suggesting that other factors (i.e., institutional, academic, noncognitive; and economic). separately or combined, affect attrition (Hood 1992). Moreover, Hood concludes, that subsequent analysis may identify a multidimensional model which includes those factors significant for Black men as well as discerns the noncognitive variables and institutional characteristics that affect their ability to succeed at the University (Hood 1992).

Philosophy/Method./Politics

Hooks, Bell. (1994). Teaching to transgress: Education as the practice of freedom. Routledge: New York.

Paulo Freire's Pedagogy of the Oppressed greatly influenced the author. Her teaching as a practice of freedom calls for teacher and student to transform and transgress conventional teaching styles and ways of learning. Hooks says anyone can learn, given the right space. She believes that the educator must begin with themselves by cleansing and renewing the spirit. The body, mind, and spirit act in concert to affect the whole person.

The book consists of several essays that approach the topic of education as a practice of freedom. She suggests educators rethink their teaching practices to find solutions to sexism and racism in the classroom.

This book is about going beyond the status quo. The status quo means one is not neutral. Of course, to be an exciting teacher, to see and expect excellence in your student, means that you must be courageous and expect excellence in your students; it means that one must have courage and expect negative reaction from the establishment. The author speaks to educators and asks them to examine their methods and themselves to be truly successful in liberating their minds.

Racism/Feminism

Hooks, Bell. (1994). Outlaw culture: Resisting representations. New York: Routledge.

The author gives us a penetrating analysis of culture. Outlaw Culture describes the culture of the margin, of women, of the disenfranchised, of racism. These issues are at the center of the author's America. She speaks out on racism in American and the politics of representation and the meaning of that politics for and in our lives.

Using a mix of essays and personal dialogues, the author discusses Malcolm X, Naomi Wolf, Spike Lee, Camille Paglia, Jean-Mitchel Basquiat and Ice Cube. She talks about such films as Crying Game and The Bodyguard. She speaks about contemporary issues from date rape, censorship, and male violence against women, to African-American self-hatred, new ideas of race and beauty, and the rise of African descent intellectuals.

This critical analysis forces the reader to think about the issues and emphasizes the need to understand the politics of racism in this country. The author affirms a vision of intellectual arid political engagement, foreseeing the possibility of active, critical participation in movements for radical social change. Outlaw Culture speaks strongly for the need to connect the production of knowledge with transformative democratic values.

Linguistics

Hoover, M., Politzer, R.L., and Taylor, D. A sociolinguistic perspective. Negro Educational Review 38, (2 & 3), 81-99.

This article provides a discussion on biases in reading tests based primarily on linguistic and cultural differences between working class black English speakers in the white middle class language envisaged by the tests. Nonetheless, the principles illustrated by this discussion can be applied to test bias against other socioeconomic, cultural, and ethnic groups.

Power Schools/Curriculum

Hoover, M.E.R. (1992). The Nairobi Day School: An African American Independent School, 1966-1984. Journal of Negro Education, 61 (2), 201-210.

This article chronicles the history of the Nairobi Day school from its founding to its closing, with special attention given to its pedagogical philosophy, the "Nairobi Methods." The learning process was governed by the philosophy that African-American students are motivated when learning is rooted in their own culture. Discussion of the ways in which African-American culture, history, language, and politics were utilized in the school's curriculum. The student's lessons in history, culture, reading skills, grammar, etc. were learned and celebrated through their exposure to music, rhymes and short stories with political themes. Included also are examples of the ways in which student were taught holistically based on African-American learning patterns and styles. The Nairobi Day school is also noted for its dedicated efforts to cultivate young leaders with a spirit of commitment to improving the community.

Psychology (identity/self-esteem)

Hopson, D. P., & Hopson, D. S. (1990). Different and wonderful: Raising black children in a race conscious society. Prentice Hall Press.

This important book fills a void that permeates throughout the Black community--the need to teach Black children to cope with racism. The authors of this timely book are able to achieve this difficult but necessary task by showing parents how they can raise their children to be race conscious without developing racial paranoia. As practicing psychologists, the authors found that their clients who had low self-esteem usually felt inadequate because they had never learned to deal with racial disparities and racism. Since a person's self-concept is largely formed during the formative years, the authors felt it important that Black children learn to love and respect themselves, regardless of how white America perceives them. They show how parents can strengthen and reinforce the self concepts of their children by exposing them to relevant books, pictures and positive imagesof Black people. However, they advocate that the parents themselves also show an interest in Black culture and be positive role models. The authors also feel that there is a high correlation between self-esteem and academic achievement. Therefore, they advocate parents become actively involved in all aspects of the school environment to ensure that their students are not being stigmatized because they are Black. However, parent advocacy should continue throughout adolescence if Black youth are to fully understand how best to survive in a race conscious society without allowing it to depreciate their self-worth. --Useni Eugene Perkins.

Self-Esteem/Self-identity

Hopson, D. P. & Hopson, D. (1992). Different and Wonderful: Raising Black Children in a Race-Conscious Society. New York: Fireside.

This book gives a wide range of helpful hints in building the self-esteem of Black children. Using ten-point strategies and simple quizzes, the authors take you through all the stages of development for an African-American child.

Based on their own experiences as clinical psychologists and parents in an extended family, they share the experiences of many. The book's proactive approach is evident in the titles of the chapters "Modeling and Reinforcement" and Free-Flowing Communication: The Essential Ingredient".

The final chapter emphasizes the importance of the community and once again explores and acknowledges the duality of our experience in America. They refer to the Cross theory and its final stage of internalized commitment as a healthy goal in an African American's personal development. They offer that institutions such as the church and the extended family have been most helpful in the development of the African American community.

Psychology

Hore, Alan P.; Tryon, Warren W. (1989). Study of the similar structure hypothesis with mentally retarded adults and nonretarded children of comparable mental age. American Journal on Mental Retardation, 94 (2), 182-188.

Tested the similar structures hypothesis (i.e., mentally retarded (MR) and nonretarded individuals and suggests that they do not differ in cognitive processes when matched for level of cognitive development. They compared the performance of 40 MR Black men (aged 20-29 yrs) and 40 nonretarded Black boys (mean age 8.75 yrs) on Piagetian tasks measuring classification, transitivity, and conservation. The mental age of all Subjects was 7.45-9.42 yrs. Results favored the developmental interpretation (E. Zigler, see PA, Vol 43:8608) of the hypothesis (i.e., MR children develop in the same way as nonretarded children, except for the rate of development and the upper limit on achievement).

Racism

Horgan, John. (1991). Postal Mortem: Drug test results may point to racial discrimination. Scientific American, 22,23.

Studies involving drug tests for U.S. Postal Service workers indicated possible patterns of racial discrimination. A physician for the Postal service who headed the Boston study, Craig Zwerling, revealed in his findings the possibility that employees may be fired based on their race. The study determined that blacks make up only about 6 percent of the Boston workers. However, they were twice as likely as whites to test positive for drugs. Zwerling also indicated that blacks missed work about 33 percent less than whites, and had the same number of accidents as whites but 31 percent fewer injuries. This data was published in the Journal of the American Medial Association, (November 1991). He recognized the firing of blacks to be the most statistically significant finding.

According to Theodore H. Rosen, a psychologist and consultant on drug testing, bias or other cultural factors may contribute to the firing of positives.

This article coincided with a study which indicates a high rate of firing in the U.S. Postal service due to cultural differences. The results of blacks versus whites on testing positive for drugs, despite the percentage of absenteeism, accidents and injuries, are in support of this finding.

Philosophy

Houessou-Adin, T. (1995). The big con: Europe upside down. Journal of Black Studies, 26 (2), 186-200.

This is a response to statements made by Harvard Professor, Kwame Anthony Appiah. Houessou-Adin is a doctoral candidate at Temple University, and is a student and follower of Dr. Molefi K. Asante, the chair of the African-American Studies department at Temple University, and his theory of "Afrocentricity." Houessou-Adin challenges Dr. Appiah's article, "Europe Upside-down: Fallacies of the New Afrocentrism," which claims that Afrocentricity is anti-European, anti-Semitic, and celebrates a single African scholar, Cheikh Anta Diop. Houessou-Adin claims that the Cambridge Massachusetts African-American Studies program at Harvard University, does not understand the philosophy of Africantricity (as in the term associated with Dr. Asante).

Houessou-Adin dissects Dr. Appiah's article and questions his racial alliance, his thorough knowledge of Diop, his sense of ideological alliance to racist thinkers such as Arnold Toynbee, David Hume and Thomas Jefferson, among others, and his elementary knowledge of the widely celebrated African-American holiday, Kwanzaa.

Psychology

Howard, Janice R.; Watson, J. Allen; Allen, Jean. (1993). Cognitive style and the selection of Logo problem-solving strategies by young Black children. Journal of Educational Computing Research,9 (3), 339-354.

Investigated how 16 Black 4 year olds learned to solve Logo programming problems in all four quadrants, from each of the four corners and from each of the four side perspectives. All Subjects were at risk for developmental delay because of family income and environment. According to Preschool Embedded Figures Test scores, 9 were field independent (FIN) and 7 were field dependent (FD). After 10 hours of age-appropriate training, all Subjects learned to program with Logo. Significant differences between FIN and FD Subjects were found only in the upper-left quadrant. FIN Subjects performed better from all side perspectives on analytic tasks. Both groups had trouble taking an opposite perspective in solving problems with a top-down solution. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Psychology (development)

Howes, Carollee; Sakai, Laura M.; Shinn, Marybeth; Phillips, Deborah; and others. (1995). Race, social class, and maternal working conditions as influences on children's development. Journal of Applied Developmental Psychology. Jan-Mar, 16 (1), 107-124.

Sixty Seven African-American (AA) and 139 European-American (EA) mothers were interviewed regarding their social class (SC) and working conditions and their infant (aged 12-18 months), toddler (aged 19 month to 3 years), and preschool (aged 3-5 years) children were observed in child care centers. SC directly predicted child care quality (CCQ) in EA families. In AA families SC predicted CCQ indirectly through work demands. Mothers with higher SC scores and less demanding work had higher CCQ. Among child outcomes only the Peabody Picture Vocabulary Test (PPVT) could be predicted in AA children. SC and job demands both directly predicted PPVT scores. Personal maturity, PPVT, and adaptive language scores were predicted in EA children. SCL directly predicted personal maturity and PPVT scores. Maternal perception of work demands directly predicted personal maturity and adaptive language scores. SC indirectly predicted adaptive language scores through CCQ. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Psychology (identity)

Hraba, Joseph. (1972). The doll technique: A measure of racial ethnocentrism. Social Forces, 50 (4) p. 522-527.

Joseph Hraba focuses on the duplication of the doll technique experiment, once conducted by Clark and Clark (1947), to investigate the racial attitudes of children. Hraba's study showed that 73% of all respondents, grades k-7 at Lincoln Public Schools, changed their racial preference at least once. Moreover, his studies show how black children preferred black dolls rather than white and others white dolls rather than black.

Psychology (identity)

Hraba, J. and Grant, G. (1970). Black is beautiful: A re-examination of racial preference and identification. Journal of Personality and Social Psychology. 16, 398-402.

Hraba and Grant examine the racial preferences of black children in an interracial setting. In May 1969, the Clark and Clark doll study was duplicated in Lincoln, Nebraska. Unlike the Clarks, Hraba and Grant found that the majority of the black children preferred the black dolls. Like the blacks, the majority of the white children preferred the dolls of their own race. Furthermore, the effects of age and skin color upon racial preference and identification are compared with those reported by Clark and Clark.

Sociology (family)

Hudgins, J. (1992). The strengths of black families revisited. The Urban League Review. 15, (2), 9-19.

Hudgins presents the "strengths of Black Families", introduced by Robert B. Hill (1972), as an effective means for understanding family behavior and for developing family intervention strategies as social, economic and political changes affect family functioning and outcomes in America.

Curriculum

Hudley, Cynthia A. (1995). Assessing the impact of separate schooling for African American male adolescents. Special Issue: Middle grades schooling and early adolescent development: II. Interventions, practices, beliefs, and contexts. Journal of Early Adolescence. 15 (1),38-57.

Examined the effectiveness of an instructional program designed specifically for African American male adolescents in promoting school adjustment and achievement. Subjects were 20 male African American 6th-8th graders who attended a specialized, self-contained program located on a middle school campus and a matched group of 20 students who remained in the mainstream academic setting. Students completed the Self-Perception Profile for Learning Disabled Students to measure perceived competence and the Social Support Scale for Children to measure perceptions of support from significant others. Archival data on students' attendance and course grades was also collected. Experimental Subjects perceived themselves more academically competent, rated their teachers and classmates as more supportive, and attended school on a more regular basis when compared to students in the mainstream program. (PsycINFO Database Copyright 1995 American Psychological Assn. all rights reserved).

Literature (fiction)

Hughes, L. (1961). The best of Simple. New York: Hillard and Wang.

Langston Hughes' character, Jesse B. Semple, or just plain Simple, originated in 1943 in his weekly column entitled, "From Here to Yonder," that was printed in the African-American newspaper, The Chicago Defender. He debuted on February 14, 1943 as Mr. Hughes' "simple minded friend," and immediately became popular. Simple, and the other characters in the stories were made up of composites of African-American people whom Mr. Hughes encountered in Harlem. Simple defined many of the sentiments that African Americans felt about issues of that time like World War II, racism, segregation, imperialism and Communism.

The "Simple stories" are brief, about four pages long, and most of them take place in Paddy's Bar, a frequent hangout for Simple and his partner in conversation--the narrator (who coincidentally is a lot like Langston Hughes himself). The Best of Simple is the fourth book of five compilations of Simple stories: Simple Speaks his Mind (1950), Simple Takes a Wife (1953), Simple Stakes a Claim (1957) and Simple's Uncle Sam (1965).

Simple's struggles and opinions are so realistic that many African Americans will recognize Simple as someone they know. His language is a mixture of "down home Southern" and New York hip and his logic is simple (hence the name). Hughes succeeds in making Simple the voice of the everyday African American, not just the artists or scholars.

The stories are accompanied with ink sketches that are nice but not necessary; Hughes' brilliant writing and use of the African-American vernacular need no help in creating a multidimensional character that speaks to everyone, even if his personal and political opinions are thinly veiled within the text.

At the time of Simple's "birth," there were African Americans who did not take kindly to Simple and his simple ways, but for the most part he was a welcomed member into the community. Simple's escapades are so funny that they are still enjoyable and they give the reader a peek into the sentiments of the African-American community during this time in history.

Literature

Hughes, Langston. (1987). Selected Poems of Langston Hughes, Cross. New York: Vintage Books.

Langston Hughes explores the psychology of color in this poem from a Black perspective. The poem *Cross* deals with race mixing and the complexities of these relationships. Langston Hughes and others in the literary world reflected on the issue of color in much of their work. This issue is still a critical issue in African-American community.

Langston Hughes was able to explore the issues of color and race during his time. This freedom was not available in other forms of media like theater and movies. Traditional color prejudice continue today. African-American children encounter this problem, and it often affects them in a detrimental way. Understanding the powerful effects of color consciousness within the Black community is important for educators. Teachers need to reflect on their own ideas regarding the issues of color and have an awareness of not creating an imbalanced value system in the classroom. Using poetry such as that of Langston Hughes is a wonderful way to present the subject to students.

Power Schools

Hughes, George M. (1988). The Success Story of Lee Elementary School: A.R.I.S.E. School. Journal of Negro Education, 57(3), 267-281, 1988.

A.R.I.S.E. derives from the acronym R.I.S.E. which stands for "Rising to Individual Scholastic Excellence." Situated in an aging socioeconomic area, Lee Elementary has one of the highest mobility rates in Milwaukee. The school has special programs both for the students as well as for the teachers and staff members. Incentives to do well in school are promoted by such programs as the McDonald's free breakfast for students who have made honor roll each marking period. Teachers who excel are honored as the "teachers of the month". The staff at Lee are motivated to help students increase their average on aptitude tests as well in-school scholastic performances. Jacqueline J. Irvine says this about Lee elementary school program:" classroom based efforts aimed at improving instruction and student achievement, bring both students and teacher closer, hence the development of the student's academic skills." Teachers help decide on the content of in service programs, therefore feel a sense ownership to process. This essay contends that when a school's staff and faculty are in-touch with its students, then the students and the school as a whole can elevate itself above its mediocre setting and perform as well as any school in any other social atmosphere.

Literature

Hughes, Carl Milton. (1990). The Negro Novelist: 1940-1950. New York: Carol Pub. Group, 2nd Edition, 1990.

This work is filled with facts and intuitive analyses. Late writer, scholar, and Wimbelton Champion, Arthur Ashe, writes a brilliant introduction to this important book. Arthur Ashe says, "... black writers of the decade 1940-1950 helped frame the emotional and spiritual mind set of the legal gains of the 1950's." Hughes critiques the writing of Black novelists as Frank Yerby, J. Saunders, Chester Himes, Richard

Wright and Zora Neals Hurston. Some of the literary criticisms are founded on such issues as the development of bitterness in some of the authors' works and "the tendency of Negro novelists to write narratives pertaining to all ethnic groups in America". Moreover, Hughes writes from the backdrop of the social conditions of the time of the authors and he compares the authors works. This book is an excellent resource for literary researchers who have an interest in detailed criticisms about Black novelist of the 1940s when a wealth of African-American prose was introduced to the literary world.

Literature

Hughes, L. (1990). Stories by Langston Hughes: The ways of white folks. New York.

Langston Hughes is one of the first African-Americans to make a living from writing. He has almost written in every literary genre. For most of his career he probed into the psyche of Blacks, illuminating their humor, sorrow, and seriousness about our surroundings. In The Ways of White Folk, Hughes writes not so much about whites as much as he points out Blacks influencing and playing a heavy role in white folks' lives. In "Cora Unashamed" one is able to see how Cora, a Black maid who was badly mistreated by her white employers, was able to take part in the life of a white girl. Jessie, the white girl, was the daughter of Cora's employers who was forced to have an abortion after she was impregnated by a Greek boy. Jessie died because of an illegal, back alley abortion. Cora was enraged because Jessie has become a pseudo-adopted daughter who took care of Jessie personally for over nineteen years. What made Cora even angrier was her lost of Josephine, Cora's baby girl, whose father was white. Cora took care of Jessie because Jessie was her only outlet of love. This story, among others, exemplify Blacks participation in whites peoples' lives. Even if whites were racist, as they usually were, or even kind to Blacks, African-Americans nevertheless, affected in some way the social lifestyle of Blacks. This book has fourteen stories in all, many of them displaying white and Black relations.

Psychology (testing)

Humphreys, Lloyd G. (1988). Trends in levels of academic achievement of Blacks and other minorities. Intelligence, Jul-Sep, 12 (3), 231-260.

Reviews the trends concerning race and ethnic differences in measures of achievement, information, and award of educational credentials starting with the Project Talent data (1960). Data are more consistently available for Blacks and Whites than for other minorities. Accurate identification of the latter groups is made difficult by variability in terminology. Although small gains have been made, Blacks and other minorities (e.g., Native Americans) today still have substantial deficits in basic academic skills and information. Asian Americans have small deficits in verbal skills and small advantages in quantitative skills in comparison with Whites. The deficits are described as the inadequate learning syndrome (ILS). The ILS social epidemic is as serious as the AIDS epidemic. Targeted support is required for research and development regarding ELS. Some remedies are discussed. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Linguistics

Hunt, J. McVicker; Kirk, Girvin E.; Volkmar, Fred. (1975). Social class and preschool language skill: Semantic mastery of position information. Genetic Psychology Monographs. May, 91 (2),317-337.

4-year-old children of Head Start performed on a test of perceptual identification of a sample of 6 positions approximately as well as did 4 year olds of parents with predominantly college backgrounds. Only 22% and 16% of Head Start Subjects as compared with 70% and 67% nursery school Subjects placed blocks in all 6 positions that they heard the examiner name, and only 12% and 9% of the former as compared with 45.5% and 44.9% of the latter gave appropriate names for all the 6 positions designated by the examiner. Sex differences and differences between Black and White Head Start children were negligible. Somewhat more children of both Head Start and the nursery school showed semantic mastery based on both heard and spoken identification for positions based on body-object relations (in, on, and under) than for those based on object-object relations (in front of, between, and in back of). The fact that Head Start Subjects performed less well than nursery school Subjects on the test of semantic mastery for position information is highly dissonant with the contention that children of poverty are without either cognitive or linguistic deficit, but quite consonant with the contention that they suffer a deficit that may result from the rearing conditions in their homes during the preschool years.

Sociology (family)

Hunter, A.C. (1993). Making a way: Strategies of Southern Urban African-American Families, 1990 an 1936. Journal of Family History, 19 (3), 231-248.

This article focuses on the family strategies utilized by two-parent, African-American families in Atlanta, Georgia, in the years 1990 and 1936. The author elaborates on the development of adaptive coping skills demonstrated by African-American, within the context of racial oppression and economic insecurity. In particular, the utility of the extended kin network is examined as a historically unique cultural tradition among black families, representing family cohesiveness.

Hunter analyzes data from the 1900 and 1936 census, to describe several demographic features of African-American families in the Atlanta area. From the data, Hunter found that approximately one-third of African-American households included extended kin, and less frequently, boarders. He concludes that the economic survival of black families frequently depended on multiple income strategies, as the black male's earning power was often insufficient to support the family on it's own. The situation became more desperate for families in 1936, at the height of the depression.

One product of the family need for multiple incomes was the emergence of black women as wage-earners and contributors. Often this was accomplished through income generating tasks at home, especially taking in boarders and at-home laundry services. This contributed to the emergence of more egalitarian marital relationship long before Caucasian women became wage earners. Before child labor laws were enacted, children also engaged in activities that augmented the family income.

This article contributes to the understanding of present day African-American family functioning by examining the historical, social economic, and cultural forces at work to help shape modern family tradition. Complex family households which include non-nuclear kin, are still important features of contemporary black family life. They may be viewed as a positive and adaptive response over time to numerous hardships. This contradicts the traditional European, and psychological research perspectives that such strategies are in some way pathological or deviant because of their failure to conform to the European-American norm of nuclear family.

Health(substance abuse)

Hurt, Hallam; Brodsky, Nancy L.; Betancourt, Laura; Braitman, Leonard E.; and others. (1995). Cocaine-exposed children: Follow-up through 30 months. Journal of Developmental & Behavioral Pediatrics. Feb, 16 (1),29-35.

Assessed the effect of in utero cocaine exposure on outcome of nonasphyxiated term and near-term children born to women of low SES. 101 cocaine-exposed (CE) and 118 control children (predominantly Black) were evaluated from birth to age 30 months at 6 month intervals. Growth and performance on the Bayley Scales of Infant Development (BSID), as well as tone and reflexes, were assessed. CE Subjects had slightly lower mean weights and smaller mean head circumferences than did controls over the 30 months. CE and controls had similar rates of abnormal tone and reflexes and had similar scores on the BSID Mental Development Index (MDI) and Psychomotor Development Index, although both groups' scores decreased over time. Both groups had lower mean MDI scores than those published by S. J. Gross et al (1992) for children of high SES, suggesting that low SES or minority status may have influenced BSID scores in this cohort more than did in utero drug exposure.

Sociology (family)

Ingoldsby, Bron B., Smith, Suzanna, (Eds.). (1995). Families in multicultural perspective. Guilford Press; New York, NY.

Crossing geographic, cultural, and historical boundaries, this volume explores the diversity of the world's families, emphasizing the importance of understanding and valuing them within their own cultural contexts. Covering contemporary Third World as well as Western families, this teaching text addresses topics essential for developing a multicultural perspective. The book begins with background information on family theories and comparative research methodology, along with an overview of the history of the family and gender relations in the Western world. This is followed by chapters on family variation, which explain research on the origin, functions, and universality of the family; kinship terminology and how kinship affiliation affects such issues as postmarital residence patterns; and the diversity of marital structure, plurality of husbands and or wives, and how culture and economy affect these patterns. The book examines the life cycle of the family and highlights similarities and differences across time and culture in the areas of mate selection, wedding practices, marital adjustment, childhood socialization, divorce, and care for the elderly. Important contemporary issues seldom covered in earlier works--including gender, class structure, racial discrimination, and poverty--are covered in detail. An ideal text for comparative family courses, this readable and up-to-date volume includes exercises, as well as exercise guidelines for instructors, developed to challenge students' existing viewpoints. It offers new ways of looking at the world's families. "Families in Multicultural Perspective" is also an important resource for anyone interested in understanding and appreciating the diversity of family forms, processes, and experiences.

Sociology

Irizarry, Carol; Appel, Yetta H. (1994). In double jeopardy: Preadolescents in the inner city. In Alex Gitterman, Lawrence Shulman (Eds.). Mutual aid groups, vulnerable populations, and the life cycle (2nd ed.).Columbia University Press, New York, NY.

Presents a social group worker's intervention with a naturally formed group of inner city preadolescent girls aged 10 to 13 years who were attempting to cope with the typical developmental tasks and stresses of this transitional stage. They are members of a Black or Puerto Rican ethnic group and are subject to the socioeconomic deprivations associated with low-income status in American society. These youngsters can be viewed as experiencing a "double marginality". The intervention was part of a housing settlement's outreach program. Contact was made with groups of preadolescents in the neighborhood who were known to be engaged in antisocial activities of various kinds. Social workers made contacts and offered services to start a club like group on a friendship and ongoing basis for some of the natural friendship "cliques".

Power Schools

Irvine, J.J. 1988). Urban Schools that Work: A Summary of Relevant Factors. Journal of Negro Education, 57 (3), 236-241.

Irvine delineates the characteristics of urban schools that share reputations of enhancing urban African-American students' academic excellence and achievement:

- Clearly defined, measurable objectives and goals established by visionary principals and assistant principals, and embraced by students, staff, teachers, parents, and the local community. Many of the schools created original slogans reflecting themes that stress high expectations of students. (e.g.,, "In Pursuit of Excellence," Corliss High School, "Determination, Dedication and Dependability" - Dunbar High School).
- Meaningful instructional strategies and challenging curricula characterize the quality of class instruction with systematic monitoring of students' progress. Intense staff development training for teachers and staff.
- Use of both highly bureaucratized and loose, flexible organizational systems of management.

- Collaborative relationships with parents and community members are regarded as a valuable component to enhancing students' educational success.

Irvine also highlights the qualities possessed by principals of effective urban schools; among them are: believing in African-American children's abilities and potential to learn, acknowledging and rewarding the teaching staff, setting procedures in place to systematically gauge student's progress, engaging staff in stimulating staff development sessions, and actively seeking out the financial support of community business and national foundations.

Psychology (development)

Ittenbach, Richard F., Harrison, Patti L. (1990). Race, gender, and maternal education differences on three measures of the Early Screening Profiles. Educational & Psychological Measurement, Winter, 5O (4), 931-942.

Used the records of 195 Black and 784 White 2-6 year olds to determine if differences in early childhood development could be accounted for by differences in performance on three measures of the Early Screening Profiles. A race by gender and maternal education multi variate analysis of variance OVA) was used for analysis with

Cognitive/Language (CLP), Self-Help/Social, and Motor Profile (MP) standard scores as dependent variables. No significant multi variate 3-way or 2-way interactions were observed. Univariate follow-ups to significant main effects for race and maternal education showed that (1) Whites scored significantly higher than Blacks on the CLP and the MP; (2) Subjects for whom mothers reported high or medium levels of formal education (FE) scored higher on the CLP; and (3) Subjects for whom mothers reported medium levels of FE scored significantly higher than Subjects for whom mothers reported low levels of FE on the MP. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Learning Styles/Psychology

Jackson, H.L.; Westmoreland, G. (1992). Therapeutic issues for black children in foster care. IN: Working with culture: Psychotherapeutic interventions with ethnic minority children and adolescents. In L. A. Vargas, J. D. Koss-Chioino (Eds.), Jossey-Bass social and behavioral science series (pp. 43-62). San Francisco, CA: Jossey-Bass Inc. p. 43-62.

(from the preface) tailoring goals to the particular conflicts and needs of black foster children will enhance the possibility of successful treatment; the therapist working with black children in foster care must integrate knowledge of (1) normal developmental issues of childhood and adolescence; (2) black culture and the impact on it of social, political, economic, and other environmental conditions; (3) issues in cross-racial foster placement; and (4) issues in cross-cultural/racial therapy. (summarized) Presents case illustrations of two 12-year-old girls and a 12-year-old boy.

Psychology

Jackson, A. P. (1994). Psychological distress among single, employed, black mothers and their perceptions of their young children. Journal of Social Service Research, 19 (3-4), 87-101.

Investigated the relationship of psychological distress to mothers' perceptions of their 3- and 4-yr-old children using data gathered from a sample of 111 single employed black mothers with low income. Findings revealed that parenting a boy child was associated with higher levels of depressive symptomatology, which, in turn, was associated with more negative perceptions of children, especially boys. However, higher educational attainment appears to mitigate the effects of psychological distress on young black children, regardless of sex of child and the extent of the mother's involvement in the paid labor force.

Power Teaching/ Method., Pedagogy

Jackson, S. (1990). Accelerating academic achievement for poor black students: Transforming the teaching-learning environment and behaviors to accommodate the preferred learning styles of African American children. Conference of the National Alliance of Black School Educators. Dallas, Texas, ERIC Doc. ED345647, pp. 1-24.

This article presents the Comprehensive Approach to Restructuring a School as the framework to improve academic achievement and reduce the dropout rate of poor African American Students. The major elements of the Comprehensive approach are as follows: the leadership must have a vision and commitment; 2) strong communication processes; 3) development of goals, expected outcomes and priorities;

4) continuously monitor implementation of the program design; 5) teach based on preferred learning styles of African American students; and 6) monitor and assess continuously using statistical data and information gathered.

It concludes that efforts must focus on transforming the academic achievement of the African American students. The focal point must be on teacher-student interaction in the classroom based on preferred learning styles and effective instruction/teaching practices. Most importantly, teachers must accept the creative differences that students apply to learning experiences in order to help facilitate what students know and with what they learn.

Anthropology/History

Jackson, J. G. (1993). Introduction to African Civilizations. New York: Carol Pub. Group, 1993.

Jackson accomplishes an elegant job of compiling artifacts, myths, legends, and more importantly than all, perhaps, a scientific and historical discourse on the early history of African civilization. Further, Jackson's book is exceptional since he pans African, and not parts or countries of Africa, to elicit and overview of Africa's history. Jackson is one of the most renowned scholars of African antiquity since he, much like Cheikh Anta Diop, has studied emphatically and empathetically the history of African people.

Psychology/ Health (substance abuse)

Jackson, M. S. (1995). Afrocentric treatment of African-American women and their children in a residential chemical dependency program. Journal of Black Studies, 26 (1), 17-30

Since the late 1970s and early 80s, when the so-called war was declared on drugs in America, little attention to treatment has been focused on African-American women. Even less attention has been given to their children in treatment. Even when the National Institute on Drug Abuse (NIDA) made an attempt to refocus attention by awarding more funding to research and treatment, these funds focused on women, but did not specify treatment and research with their children. Current drug treatment programs continue to make attempts to measure treatment outcomes based on an Alcoholics Anonymous model of treatment. It is possible that this model alone produces barriers to treatment of African-American women and their children rather than yielding success. The Afrocentric approach allows for not only the consideration of the individual but also for the involvement of the community in the treatment process. The integration of all these components will provide an effective treatment modality for African-American women and their children.

Psychology (identity)/ Bi-racial

Jacobs, J. H. (1992). Identity development in biracial children. In M. P. P. Root (Ed.), Racially mixed people in America, (pp 190-206). Newbury Park, CA: Sage Publications. Pub type: Experimental.

(from the chapter) explores the development of racial and personal identity in young, biracial, black-white children: the original research was an in-depth study of 10 children, 3 to 8 years of age, and their families; research instrument (used) was a doll-play task designed to sample several dimensions of identity in young children; the background studies and research leading to the development of the new doll-play instrument are summarized and critiqued, then the instrument itself is described and the developmental findings are reported... biracial children are seen to go through these stages of racial identity development; it is suggested that increasing cognitive maturity leads to a biracial self-concept; however, societal prejudice colors that self-concept with negative racial evaluations; exploring and coping with these negative evaluations or ambivalence is seen as a necessary task on the road to a positive biracial identity; finally, suggestions for biracial child rearing are made.

Sociology (family)/ Psychology (identity)/bi-racial

Jacobs, J. H. (1977). Black/white interracial families: Marital process and identity development in young children. Dissertation Abstracts International. 38 (10-B), 5023.

This is an in-depth study of seven intact middle-class black/white interracial families. Through interviews by a black/white team, the marital process was explored with each couple and observations about their children were solicited. The 10 children in these families, ranging in age from three to eight, were interviewed and tested to understand the development of several areas of identity.

Several qualities of parenting are supportive of positive interracial self-concept formation: 1) early ego enhancing treatment, 2) providing an interracial label for the child, 3) assistance in verbalizing racial material and supportive interest in expression of racial ambivalence, and 4) multiracial associations. these factors were necessary and sufficient for children to develop a positive interracial identity. Beyond this, increased social and institutional recognition of interracial group membership in America would facilitate the task of constructing an interracial identity. - - Dissertation Abstracts International.

Politics/General (Education)

Jacobs, R. (1994). Dogmatic wisdom. New York: Anchor.

Education and society mirror each other. The culture was are diversionary or misleading. This author argues that the many issues being debated about education outside the classroom are ignoring the real causes of the problem. Energies are focusing on things like violent vocabulary while ignoring a violent society, for instance. American higher education is in a crisis and he feels that leftist politics now controls academia. The debate over culture and education has been mostly led by these conservatives.

It is important to understand the issues on the table, and to reflect on how the politics and strategies of oppression continue to have their devastating effect on society. It appears that this is the same old discussion of reaffirming the mechanisms of oppression to assure the continued racist system. The book is insightful.

Psychology/ Linguistics

Jacobson, L. I.; and others. (1976, Oct.). Behaviour modification and the acquisition of language among black children from poverty backgrounds. International Review of Applied Psychology, 25 (2), 79-83.

A 20-hr language program that employed modeling, reinforcement, and behavior shaping was administered to 10 preschool Black children from poverty backgrounds in the southern US. Criterion measures were the number of correct words and sentences and the test of general language usage from the Illinois Test of Psycholinguistic Ability. The program proved effective in building language skills in preschoolers. Significant increases in the uses of words (360%), sentences (393%), and general language usage resulted.

Health (substance abuse)

Jacobson, J. L.; Jacobson, S. W.; Sokol, R. J. (1994, Apr.). Effects of prenatal exposure to alcohol, smoking, and illicit drugs on postpartum somatic growth. Alcoholism: Clinical & Experimental Research, 1 8 (2), 317-323.

Assessed physical growth from birth through 6.5 and 13 mo in 412 Black inner-city infants recruited on the basis of their mothers' use of alcohol and/or cocaine during pregnancy. Prenatal alcohol exposure was associated with a slower rate of growth during the I st 6.5 postpartum mo. This postnatal growth retardation was associated with maternal drinking during a critical period, the latter part of gestation, and was not related to drinking at the time of conception or to postnatal exposure to alcohol from breast-feeding. By contrast, smoking and cocaine use during pregnancy were associated with faster postnatal weight gain. Although maternal smoking was correlated with shorter stature at 6.5 and 13 mo, this effect was attributable to maternal drinking during pregnancy, suggesting that the association of maternal smoking with shorter childhood stature reported elsewhere may be due to prenatal alcohol exposure. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Health (substance abuse)

Jacobson, J. L.; Jacobsen, S. W.; Sokol, R. J.; Martier, S. S.; and others. (1993, Feb.). Teratogenic effects of alcohol on infant development. Alcoholism: Clinical & Experimental Research, 17 (l), 174-183.

Examined the effects of moderate-to-heavy prenatal alcohol exposure on performance on the Bayley Scales of Infant Development for 382 Black 13-mo-old infants. Effects of 2nd and 3rd trimester drinking were as strong or stronger than those of drinking at the time of conception. Data suggest specific deficits relating to emergence of the ability to imitate modeled behavior and the development of standing and walking. The incidence of poor performance (bottom 10th percentile) on the Bayley Mental Development Index more than doubled in Subjects whose mothers averaged at least 0.5 oz absolute alcohol per day during pregnancy, indicating that this exposure has a clinically meaningful impact at lower levels than those associated with full fetal alcohol syndrome. Adverse effects were more prevalent in the infants of women more than 30 yrs of age.

Psychology (identity)

Jagers, R. J.; Mock, L. O. (1993, Nov.). Culture and social outcomes among inner-city African American children: An Afrographic exploration. Special Issue: Emotional development of African American children. Journal of Black Psychology, 19 (4), 391-405.

Used the Triple Quandary framework as a paradigm for describing the cultural orientations of 50 inner-city African-American (AFA) 6th graders and investigated the relationship between the relative endorsement of these orientations and social outcomes of empathy, Machiavellianism, delinquency, and aggression, Anglocultural, marginalized minority, and Afrocultural orientations and the component Afrocultural expressions of spirituality, communalism, and affect were operationalized. There was greater endorsement of an Afrocultural orientation than of either of the other 2. Greater divergence between Afrocultural variables and the other cultural orientations were associated with lower levels of undesirable attitudes and behaviors. This was particularly true of an Anglocultural orientation. Findings are discussed in terms of the apparent negative impact of an Anglocultural orientation among AFA children. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Sociology/Violence)

Jah, Y., & Sister Shah-Keyah. (1995). Uprising, Crips and Bloods: Tell the story of America's youth in the crossfire. Scriber.

Uprising, Crips and Bloods provides the reader with several personalized accounts from reformed gang members of two of the nation's most publicized gangs that describe how they are attempting to change and become assets in their communities. They articulate their stories in a question and answer format to explain why they joined gangs and why gangs have such a strong appeal to disenfranchised youth. These commentaries are not replicas of sociological studies but vivid statements that convey the empirical experiences of the commentators. Although the commentators may appear to be self-serving they should not be casually dismissed. For those who are truly seeking a better understanding of the social and economic dynamics that fuel the ethos of street gangs, this book is highly recommended. Also, it is interesting to note that most of the commentators have been influenced by the Islamic faith and are active in Amer-I-Can, a self-help program for empowerment founded by the legendary football All-America, Jim Brown. --Useni Eugene Perkins.

Sociology/Linguistics

Jamin, J. R. (1994). Language and socialization of the child in African families living in France. In P. M. Greenfield, R. R. Greenfield, & R. R. Cocking (Eds.), Cross-cultural roots of minority child development (pp. 147-166). Hillsdale, NJ: Lawrence Erlbaum Associates.

(from the chapter) (discuss studies) designed to compare differences in communicative interactive styles between mothers and children in African families that immigrated to Paris less than 15 yrs ago with styles in French families; (compare these observations) with findings obtained in an African society-the Wolof of Senegal: a 1st approach to the study of the social uses of language in early mother-infant relationships consists of examining verbal interactions as they are related to other modes of relationship; (examine) the results of a study concerning the role played by verbal exchanges about objects compared with verbal exchanges about social communicative acts... the notion of forms of maternal "responsiveness"; mother or familiar adult speech to babies: the mediation of the direct mother-child relationship; triadic exchange model and simulation games; communicative situations in African and immigrant settings.

Literature

Jankie, D. (1990). African literature: Matshoba's Call Me Not A Man. English Journal, 79 (8), 44-46.

Jankie offers Mtutuzeli Matshoba's collection of short stories, *Call Me Not a Man* as a central text in a unit on oppression that would benefit students in helping them to understand the oppression they face and to help them be better able to respond to it. Jankie gives a brief synopsis of the sever short stories in the collection: "My Friend, the Outcast," "Call Me Not a Man," "A Glimpse of Slavery," "A Son of the First Generation," "A Pilgrimage of the Isle of Makana," " Three Days in the Land of a Dying Illusion," and "Behind the Veil of Complacency."

Jankie shares the way in which he structured the unit with his students in Botswana. He introduces the unit with a set of case studies that represent different forms of oppression which may be familiar to the students to punctuated the significance of the key questions described below. Jankie created the lesson around a series of crucial questions designed to facilitate student's thinking on aspects of oppression that they many not have otherwise considered:

1) What is the cause of the oppression?
2) What is the effect of the oppression on both the oppressed and the oppressor?
3) What is the response of the oppressed to their oppression?
4) Are the any possibilities for change?

Jankie suggests how each question functions in enhancing and expanding students' awareness of how the problems resulting from oppression affect them as well as the characters in the stories.

Methodology,Pedagogy

Jansen, J. (1990). In search of liberation pedagogy in South African. Journal of Education, 172 (2), 62-71.

Jansen chronicles his personal transformation from a committed professional teacher to a classroom activist in the struggle for liberation pedagogy under apartheid at three South African high schools. He first tells of his student's resistance to police at a rural school outside of Cape Town in 1980 and its influence on his transition from "technocratic teacher to political activist." He than narrates his experience as a teacher in the early 1980's at the first Black high school in South Africa, centrally located in Cape Town. Jansen describes the content of the "Awareness Programs" which were designed to elevate student's consciousness about apartheid. As a result of their participation in the programs, students began taking control of their own learning and their classroom interaction centered around addressing critical questions of liberation pedagogy (why?/who says?/in whose interest?/for what purpose? etc.). Course content was relevant to the students' everyday life experiences. Jansen notes that because of this experience he grew in his understanding of how critical teacher resistance and the role of students were to the struggle against apartheid. The third experience that Jansen shares describes his use of "emancipatory elements" in introducing his science lessons to his classes during the late 1980's.

Jansen discusses his search for the meaning of resistance and the application of critical pedagogy within a South African context in his ongoing efforts to develop a liberation pedagogy beyond apartheid.

History/Anthropology/Sociology/Traditional Education

Jansseen, R. M., & Jansseen, J. J. (1990). Growing up in ancient Egypt. The Rubicon Press.

In light of the current interest in Afrocentricity and its focus on Ancient Egypt (Kemet) as being the major source for reclaiming our African identity and heritage, I was interested in how children were raised in Ancient Egypt, and its relevancy to today's Black children. First, the authors note that children were highly cherished in ancient Egypt and were the primary beneficiaries of her resources. Also, children were highly disciplined and expected to fulfill specific chores and responsibilities to remain in good status in their community. Although there did exist some disparities between the rich and the poor, all children received a decent standard of living. The book describes numerous games which the children played and indicate that though adolescents did toil in the fields, there was ample leisure time for them. During their formative years children remained close to their homes and families had a hierarchical system of nurturing children that involved the oldest child helping to raise the next oldest child who, in turn, helped to raise the next youngest child. Children also were greatly influenced by their parents whom they imitated whenever they had the opportunity. Egyptian youth also participated in circumcision rites which was necessary for them to attain social adulthood. For groups that are interested in developing meaningful Rites of Passage programs this book is an excellent resource.

--Useni Eugene Perkins.

Literature

Jay, D. (Ed.). (1968). Growing up black. New York: William Morrow and Company.

Three sections of issues still confronting Black America. David collects fourteen excerpts from African-American authors of past. In addition, for each excerpt there is a biographical sketch of the author. This book, Jay maintains, "offers a glimpse of what it is like to be a Negro child in America." The stories, some fictional and others not, recollect events of the authors' youth, such as Walter White's tale of his experience in Atlanta's racial riot during the early twentieth century. In section two, "The Nineteenth Century: A Time of Upheaval," the reader reads of such authors as Frederick Douglass. Douglass, in Narrative of the Life of Frederick Douglass, An American Slave, illuminates the struggle of a slave who desires freedom, equality, and education. In "The Twentieth Century: The Bitter Legacy, " Malcolm X tells of his transformation from a thug to a pro-Black, God-fearing leader in The Autobiography of Malcolm X. There are many other writers in this text unmentioned; for example, there are excepts from novels written by Richard Wright (Black Boy) or Claude Brown (Manchild in Promised Land).

Political Science/ General

Jaynes, G.D. & Williams, R.M. (1989). A common destiny: Black and American society. Washington, D.C., National Research Council.

This report documents some of the trends in terms of race relations in the United States. It describes many of the government sanctioned policies that assisted in the oppression of African people in America socially, politically and culturally, In short, it is a fairly thorough historical account of the African experience in America.

The first chapter discuses the change and continuity in Black-White Status since 1940. That chapter also reports data, findings and interpretations of those changes. The second chapter, "Black Participation in American society" describes Black participation in social institutions since 1945, residential segregation, and Black Participation in Social life since 1945. The third chapter discusses racial attitudes and behavior. Therein the authors discuss the empirical record on the subject and offer an explanation of Black and White attitudes toward race. The fourth chapter, "Identity and Institutions in the Black Community" discusses the social structure of the African community in America, its institutions and instruments of change and Black identity. The fifth chapter on Black Political Participation discusses the core political values of the civil rights movement, protest and litigation, voting and holding office, allocational status and influencing public policy. Blacks in the economy, the sixth chapter documents poverty levels, income and wealth, Blacks in the labor market, and employment and opportunity. The seventh chapter, "The Schooling of Black Americans", discusses enrollment and attainment, achievement, extraschool factors in attainment and achievement and public policy regarding the education of African achievement. Black Americans' health, the eight chapter discusses the health care of all of the subgroups within the African community in America. The ninth chapter, "Crime and the administration of criminal justices details inequity in crime and punishment, and other aspects of criminal activity.

Health

Jemmott, L.S. (1993). AIDS risk among black male adolescents: Implications for nursing interventions. Journal of Pediatric Health Care, 7 (1), 3-11.

This article addresses the high incidence of AIDS among Black make adolescents from a nursing perspective. Included is information and strategies to effectively intervene with this population, particularly in terms of prevention and education. Also included are statistics and general information about AIDS.
This article focuses on the Black make adolescent and the need for education to prevent a continued rise in infection rate greater than the national rate. This segment of the population needs to be focused on and has not been. The Black population of the U.S. is 12% while 28% of reported cases of AIDS are Black Americans.

Health/Method.

Jemmott, J.B., Jemmott, L.S. & Fong, Geoffrey, T. Reduction in HIV risk-associated sexual behaviors among Black male adolescents: Effects of and AIDS prevention intervention., 1992.

This article report a study done to determine if education on AIDS might reduce risky sexual behaviors and increase knowledge in black adolescent immediately and on a long term basis. With a sample size of 157 and a mean age of 14.64 years, subjects were randomly selected to receive the AIDS information or a control group on career opportunities. Results showed an increase in knowledge about AIDS and a greater reluctance to engage in risky sexual behaviors. Follow up three months later showed a decrease in identified risky behaviors more so than the control group.

This article deals specifically with a health concern for black adolescents. black adolescents have the greatest incidence of AIDS infection. Any method that may reduce that incidence or impact behaviors is valuable.

Psychology (testing)

Jenson, A. (1980). Bias in mental testing. New York: Free Press.

The author argues that claims of cultural test bias and the unequal use of such tests must not be ignored. Psychometric methods such as regression, standardized measurements, correlation, and the bivariable scatter diagram are presented as detecting bias in IQ test and the use of them. He maintains that when an IQ test if revealed biased, it should not be administered to groups that it is biased against. If so, unquestionably the bias must be taken into consideration in the evaluation. Lastly, he presents a convincing argument in which he sites empirical research that indicated that IQ tests are biased against African-Americans. Glossary is also provided with explanations of technical and statistical concepts.

Psychology/Literature

John-Steiner, V., Panofsky, C. (1992). Narrative competence: Cross-cultural comparisons. Special Issue: Narrative development in a social context. Journal of Narrative & Life History, 2 (3), 219-233.

Examined thematic variations and cohesive devices in a series of cross-cultural (Black, Hispanic, and Native American) studies of narratives by children and adolescents aged 5-15 yrs. Subjects between S and 8 yrs of age substantively increased the quantity and accuracy of their retold narratives. There were thematic differences among the groups, suggesting coherent cultural schemas specific to each ethnic group. Native-American Subjects, who reconstructed stories on the basis of pictorial cues, revealed strong cultural and tribal variations in their narratives. Follow-up studies examined the relationship between narrative competence and narrative cohesion in English-speaking American and in Hungarian students aged 8-10 yrs. Hungarian Subjects used more cohesive devices and established a more coherent narrative experience than did American Subjects.

Bi-racial/Psychology (identity)

Johnson, P. R., Shireman, J. F., & Watson, K. W. (1987, Jan-Feb). Transracial adoption and the development of black identity at age eight. Child Welfare, 66 (1), 45-55.

Examined adjustment and identity development in transracially adopted children. In-home interviews were conducted with 26 transracial and 26 intransracial families. Telephone interviews were conducted with 11 additional transracial families. All children had been adopted when they were less than 3 yrs old, and most when under I yr old. About 75% of the transracially adopted children were judged to be doing well, to enjoy close relationships with their families and friends, and to be relatively free of symptoms of emotional distress; this was true for 80% of the in-racial adoptees. On measures of racial preference and identity, in-racial children's sense of Blackness exceeded that of transracial children by age 8 yrs. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Sociology/General

Johnson, J. J., Ph.D. (1988). The endangered black male. Management Plus Consulting.

This modest pamphlet provides an abbreviated framework for addressing the problems faced by young Black males.

Psychology

Johnson, F. (1991). Sense of futility: Its significance and correlates among Michigan elementary students. Paper presented at the Annual Meeting of the American Education Research Association. Chicago.

As part of the investigation into the achievement differentials between white and black students in Michigan, a study was done on the nature of sense of futility at the individual student level and the relationship between the SOF (Sense of Futility) correlates and self-concept ability. The finding that students in predominantly black schools are more likely than students sampled statewide to feel they have no chance in school is consistent with earlier findings. The sample included two groups of the fourth and fifth graders in a random sample of 86 Michigan schools, 5,637 students in a statewide random sample and 3,360 students from schools in a predominantly black random sample.

Literature (fiction)

Johnson, J. W. (1970). The autobiography of an ex-colored man. New York: Alfred A. Knopf (originally published 1927).

This novel details the life of a man of mixed race who can pass himself off as a white man. It reads like a true autobiography. The narrator, nameless (which adds to the authenticity of this "autobiography"), experiences incredible fortune and extreme good luck based on his outward appearance. He is given opportunities that people with darker skin were not privy to and even though he is aware of this, he does not seem to have difficulty with it.

The circumstances in the character's life make it easy for him to move comfortably in the elite circles of both the African-American and the white world. Johnson's narrator only feels comfortable among "rural" African Americans, where he perceives himself as "one of the great Negro men" who can set himself apart from the race by doing something great. Though he never speaks harshly of those less fortunate, when he is faced with the possibility of being "a Negro composer" who laboriously works to make the connection between African-American music and the music of the world *without* gaining any glory or notoriety, he ultimately chooses to consciously live his life as an everyday white man. He admittedly forsakes his God-given talent and settles into a life of casual lies. He acknowledges that he has "sold his birthright for a mess of pottage."

This book shows the dilemma that mixed-race people have in this society (and may explain why some of the "elite" African Americans, from contemporary celebrities to past leaders, were of mixed heritage). It shows the ease with which a person of mixed racial heritage can jump back and forth over the color line when a more favorable situation arises. James Weldon Johnson also succeeds in defining the thin line of what constitutes a person's race here in America, and by applying this criteria a contemporary reader can see how the society fluctuates at any given era.

Sociology

Johnson, C. S. (1967). Growing up in the Black Belt: Negro youth in the rural South. New York: Schocken Books.

This study constitutes one of several that was sponsored by the American Council on Education to examine problems faced by Black youth after the Great Depression. It was headed by one of our foremost Black sociologists, Dr. Charles S. Johnson, who taught at Fisk and later became its president. Using research methods he learned at his alma mater, University of Chicago, Dr. Johnson selected six "cotton counties" and two "farming counties" that were part of the rural Southwest Black Belt. The primary purpose of this study was to determine the effects of underemployment and economic disparity in the socialization of Black youth. After developing a number of elaborate research designs that could retrieve qualitative and quantitative data, Dr. Johnson and his highly trained field staff administered tests to over 2,000 youth, ranging from ages 10-20. Data also were collected from a variety of other sources, e.g. life history, documents, family case studies and aptitude and psychological tests. The processing and analyzing of these data was a major and complex task but under the guidance of Dr. Johnson, they were decoded and sorted out to become one of the most comprehensive studies ever done on Black youth.

Although some of the findings were predictable, nonetheless they established in a scientific way that economic exclusion placed emotional strain on an individual. Most of the research instruments used in this study are in the appendix. They are not outdated and could be used again, with some modification, to address many of the problems faced by today's Black youth. --Useni Eugene Perkins.

Health/ Psychology

Johnson, E. H. (1989). Cardiovascular reactivity, emotional factors, and home blood pressures in black males with and without a parental history of hypertension. Psychosomatic Medicine, 51, 390-403.

Differences in cardiovascular responses to mental stress, psychological facts, and self-determined home blood pressure (HBP) between black individuals with and without a family history of essential hypertension (EH) may suggest mechanisms responsible for the high incidence of EH in blacks. In the study, 12 black male undergrads with, and 12 without, a parental history of EH participated in a lab session during which 2 mental challenge tests were presented. Following the lab session, all subjects made daily recordings of their morning and evening blood pressure for 28 days after the lab session. The results showed that sons of hypertensive parents had higher systolic (SBP) and diastolic (DBP) than the sons of normotensive parents at rest and during mental challenge; no reliable difference in heart rate was observed. These findings indicate the degree to which self-determined HBP can be predicted is enhanced significantly by considering both the level of cardiovascular response to stress and psychological measures of the experience and expression of anger. The implications of these results are discussed in light of current research demonstrating that average HBP are a better predictor of cardiac complications than casual (office) blood pressures.

Psychology

Johnson, R. (1993, Nov.). Clinical issues in the use of the DSM-III--R with African American children: A diagnostic paradigm. Special Issue: Emotional development of African American children. Journal of Black Psychology, 19 (4). 447-460.

Reviews the history of concerns related to diagnosis, specifically, application of Diagnostic and Statistical Manual of Mental Disorders-III-Revised (DSM-III-R) principles to African-Americans. Clinician-related barriers common to diagnosis are discussed, and an alternative diagnostic paradigm is provided. A case example of an 8-yr-old African-American boy is presented to illustrate some of the concerns related to the use of the DSM-III-R with an African-American child. Recommendations are offered for enhancing the diagnostic process with African-American children. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Sociology/General

Jones, D. (1994). African American males. New Brunswick: Transaction Publishers.

Historically, African American families have survived against all odds to demonstrate their great strengths and survival skills. Though African American males have not been a large part of African American families in the past, they are a critical link in the African American families of the future.

This book focuses on African American men as they relate to society and families. Stressful events for African American males are discussed. Statistics are given to support the "endangered species" title African American males have received. "Coolin" is defined as a method of communication with others. The importance of the strong black church providing counseling to help black men is offered as a possible solution to the problems with African American males.

Psychology

Jones, E.E. & Thorne, A. (1987). Rediscovery of the subject: Intercultural approaches to clinical assessment. Journal of Consulting and Clinical Psychology, 55, 488-495.

Though the main focal points dealt with assessment, Jones and Thorne did discuss the self-concept of African-American. They stated that a preference for things that are associated with the dominant culture does not mean a lower self-esteem and self-rejection. There is also the idea that one's racial attitude is unrelated to self-concept, but out group orientation is related to a positive self-concept. These statements are conflicting with the Clark doll studies and also seem confusing. This differentiation of what determines self-concept and esteem in another confound in the definition of what self concept is and how it can be assessed.

Sociology/ Miscellaneous

Jones, R. L. (Ed.). (1989). Black adolescents. **City?:** Cobb & Henry.

This collection of articles on Black youth ranks among the best that have been compiled in recent years. Under the guidance and skillful editing of Reginald Jones, this publication includes the writings of many leading Black scholars who represent a broad range of professional disciplines. Articles include a spectrum of topics from providing a historical perspective on Black youth, physical and mental health, educational issues, career development and employment, counseling and psychotherapy, pregnancy and parenting to youth in the criminal justice system. One important topic is missing, however, as it is in most publications on youth--the role of the creative arts in the socialization of Black youth. For reasons not known to the compiler of this compendium, most Black social scientists appear to be oblivious to the impact the creative arts have on Black youth. Except for this omission, the articles are well selected and generally written in a fashion that is informative and evokes interest. --Useni Eugene Perkins

Sociology/Psychology

Jones, R. R. The effects of interpersonal development variable on competitive behavior in low socioeconomic black male children. Dissertation Abstracts International 33 (8-B), 3943.

The present investigation studied competitive behavior through subject's performance on a marble dropping task. The subjects competed in three competitive situations: competition-in-solitude, competition-with-a-partner, and competition-against-a-peer. The data were subjected to a completely randomized analysis of variance to assess variations within each grade level and *t* tests to assess differences between grade levels.

Ninety-five low socioeconomic black male children were used as subjects. Fifty-two subjects were selected from the second grade, and 43 subjects were selected from the third grade. Each grade level was divided into three groups: one group was assigned to compete in solitude, a second group competed against a peer, and the third group competed with a partner. An additional finding which was not predicted was that the patterns of the competitive conditions within each grade level's performance were almost identical. The interpretation was offered that competitive attitudes were similar and static during the second and third grade. --Dissertation Abstracts International.

Psychology

Jones, R (Ed.). (1972). Black psychology. New York: Harper Row.

A plethora of authors including, for example, Wade W. Nobles, who all give an eloquent and adroit analysis of the black psyche. The range of writings are from empirical to the philosophical. This book is divided into seven sections, ending in biographical sketches and an index. The four themes in this book that the authors present are 1. a de-emphasis on black behavior; 2. a concurrent emphasis upon positive aspects of behavior of black students; 3. rejection of white normative values as the basis for the assessment and understanding of black behavior; and last, a quest for explanations of black behavior rooted not only in psychological phenomenon but also in social and economic factors (xii).

History/ Sociology/Racism

Jordon, W. D. (1969). White over black: American attitudes toward the Negro, 1550-1812. Baltimore, MD: Penguin Books.

Jordon attempts an exhaustive historical study that tries to find out what the attitudes were of white men toward blacks during the first two centuries of European and African settlement in what became the United States of America. The attitudes evaluated range from highly-articulated ideas about the church or natural rights or the structure of the liturgical truth, through off-hand notions and traditional beliefs about climate or savages. These attitudes expressed by white men also deal with those of Christian ministers, myths about Africa, Noah and the Hamitic myth, the properties of chimpanzees, and the expressions of the code languages of the life, death and self-identification of white men.

This book is not about black people, except as they were objects of white men's prejudices. Prejudices that go so deep as to suggest that white men eventually began to think that their opinions and assessments of realities of black inferiority were not prejudice but common sense.

General Education/General/Sociology

The Journal of Negro Education.

(1940, July). A critical survey of the Negro adolescent and his education, 9 (3). The Yearbook, Number IX.

(1950, Summer). The Negro child and youth in the American social order, 19 (3). The Yearbook, No. XIX.

The collection of essays in these two special issues of the *Journal of Negro Education* are notable for their content and the writers who contributed to them. These writers represented many of the black community's elite scholars, some of whom were Benjamin E. Mays, Charles S. Johnson, E. Franklin Frazier, Robert C. Weaver, Mary Ellen Goodman, Horace Mann Bond, Kenneth B. Clark, Ira L. Gibbons and Mary Huff Diggs. The 1940 edition focused on the educational status of black youth and the 1950 edition examined the socialization of black youth, both issues which are still being addressed today. To my knowledge, these two editions are out of print and can only be reviewed in well-stocked and specialized libraries. Useni Eugene Perkins.

Philosophy/ History

July, R. W. The origins of modern African thought: Its development in West Africa during the nineteenthand twentieth Countries. New York: Frederick A Praeger, 1967.

An exceptionally crytal book on the politics of African people and European colonizers in West Africa July begins with the European background and how they are essential to the latter part of West African history. The author discusses, for instance, how blacks of America and England, plus Europeans to some extent, colonized countries such as Sierra Leone and Liberia. The reader discerns, more, the pattern of though of black and European colonizers. What, for example, the

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colonizers though of the indigenous people and, more importantly, how the colonial powers augmented the lifestyle of the Africans. Later, the reader is able to delve into the mind of African revolutionaries during the episodes of nationalism and strife. In essence, the reader is able to distinguish the development of West African politics and philosophies and how outside force helped formulate West African pedagogy and social institution(s). In the epilogue, July hypothesizes on the future of West Africa, its emergence. This book contains, among other important components, demographic maps.

K's

Methodology & Pedagogy

Kafele, B. K. (1991). A black parent's handbook to educating your children. Jersey City: Baruti Publishing.

This guide, written for parents of black males and females, stresses that outside the classroom, the responsibility of educating "our" children rests on our shoulders. If we, the adults, fail in our responsibility, we have committed a crime. Parents wait on schools to educate their children instead of beginning to educate children themselves at a very early age. Parents failing to do so put our children at a great disadvantage before they start. Chapter by chapter, suggestions are given to parents as to what they should be doing before children begin school and after they are enrolled. The focus is study skills, test taking strategies, parent-teacher-child partnerships, powerful peer groups, and good health.

"The author feels that if Black children are to be properly educated, the family should be the primary source for their education. To help parents achieve this goal, the author has developed various strategies and study skills to better prepare their children for the education taught in the schools. He encourages parent-teacher partnerships and advocates for greater parental involvement in the public schools."--Useni Eugene Perkins.

Method. & Pedagogy/Learning Styles

Kagan, S. (Dec. 1989/ Jan 1990). The structural approach to cooperative learning. Educational Leadership. 12-15.

Kagan offers suggestions on how the classroom teacher can abandon activities as an avenue toward cooperative learning and create and implement *structures* that can be used throughout the year to enhance academic achievement. The author provides a comprehensive strategy for methods to use to incorporate steps that will help students cognitively, socially, and academically. This references has potential to serve as a unique learning and teaching tool to abandon some form of instructional delivery that can have a negative impact on students. Kagan describes various structures to facilitate a particular type of learning or function. This study is more theoretical than empirical but has some merit.

Psychology (general)

Kambon, K. K. (1992). The African personality in America: An African centered framework. Tallahassee, Florida: Nubian Nation Publication.

Criminal Justice, Violence/ Psychology

Kantrowiz, B. (1993). Wild in the streets. Newsweek, 39-46, August 2, 1993.

This Newsweek feature explores the dynamics of teen violence, with particular attention being given to the apparent desensitization of children and teens to violent acts. According to Justice Department, approximately one million teen, between the age of 12 and 19, will be raped robbed, or assaulted, often by peers. A Boston survey of fifth graders indicated 75% had known someone who had been shot or stabbed. Information contained in the article helps give an overview on the nature of child development with the context of a violent environment.

Of great concern to mental health professionals is the casual attitude young children, particularly inner city children have taken toward violence as a result of repeated exposure. The most disturbing interview in the article is with 6 year old Shaakara, who lives in a Chicago urban area. She describes a recently witnessed scene:

> "...she got shot and her little baby had got cut...He took the baby called his grand-mother and she came out....This little boy called his grand-mother and she came over,...and she got killed."

The author comments: "After telling her tale, Shaakara smiles. `You know what I want to be when I grow up? A ballerina or a mermaid.'"

The article also explores the emerging roles of prison and youth detention centers as socialization agents. Many fathers, uncles and brothers have done jail time, and many transmit values developed there. The author cites research that indicates that the development of a violent teen begins early in childhood, aggression often being modeled by abusive parents an exacerbated by poverty. This article helps expand the understanding of the inner city child's psychosocial development.

Psychology (testing)

Kaplan-Estrin, Melissa; Jacobson, Sandra W.; Jacobson, Joseph L. (1994, Apr-Jun). Alternative approaches to clustering and scoring the Bayley Infant Behavior Record. Infant Behavior & Development, 17 (2), 149-157.

Assessed 183 Black, low-income infants on the Home Observation for Measurement of the Environment (HOME) at 12 mo and on the Bayley Mental Development Index (MDI) and Infant Behavior Record (IBR) at 13 Mo. 90 Subjects were retested at 25 mo. Factor analysis of the IBR at 13 mo yielded 3 factors similar in content to those found for middle-class infants by A. P. Matheny (see PA, Vol 65:7627). A comparison of the 2 sets of clusters derived from Matheny and from this study indicated that the Matheny attention cluster was the strongest predictor of 25-mo MDI and the only one to add significantly to 13-mo MDI in predicting 25-mo MDI. Although clusters relating to affect and arousal related to HOME scores, attention did not, suggesting that attention may be more constitutionally than environmentally based. Analyses of suspect ratings demonstrated the validity of this approach and indicated high suspect ratings for this sample on hyperactivity. (PsycINFO Database Copyright 1995 American Psychological Assn. all rights reserved).

Learning Styles/ Linguistics

Karbon, J. (1982). An investigation of the relationship between prior knowledge and vocabulary development with culturally diverse students. Wisconsin Center for Educational Research. Eric Doc. ED270772, 1982.

This study explored how children of diverse groups bring different cultural backgrounds and prior knowledge to task when learning new words. Through semantic mapping it was anticipated that the children would learn the vocabulary words by relating to a target word or words.

The study was conducted with three sixth grade classrooms, one containing rural Native American children, another containing inner city children of African Americans and the third containing suburban Caucasian children. Using the semantic mapping technique for vocabulary development, the children were given twenty words from four categories; animals, recreation, health care and environment. One thirty minute lesson was taught each of four days.

The analysis done to find linkage between culture and knowledge indicated that 1) white students offered the highest average number of categories and the highest average of words on all but health care; 2) Black students offered the lowest average number of categories and the lowest number of words on all but environment; and 3) Native Americans offered the highest number of words on the health care and the lowest average number of words on environment. The results showed some success with the semantic mapping and that prior knowledge had a large effect on the outcomes. It suggested that more research be done.

Psychology/Racism

Kardiner, A.; & Ovesey, l. (1951). The mark of oppression. New York: Norton.

Kardiner's subtitle of the first edition sums up the purpose of this book, "a psychological study of the American Negro." Kardiner and Ovesey used sampling, survey, case study and various other research methods to arrive at their conclusions. They felt that black people in America are the easiest group to study because of the accessibility provided by America's caste system. The findings led them to believe that blacks still wear the psychological scars of the caste system and its barriers. It is these scars that they refer to as "the mark of oppression."

The scars are not only hang-overs of slavery, but are implement today in the attenuated form of oppression called discrimination. A good bit of their research is not directly measurable on the individual black person, but shows itself in the creation of other socially recognizable phenomenon, such as the lack of social cohesiveness.

The study fills in the gaps left by not having prior knowledge of the black personality, which is essential in determining the measurability of the effects of oppression.

Curriculum/ Philosophy

Karenga, M. (1995). Afrocentricity and multicultural education: Concept, challenge, and contribution. In Bowser, B. P., Jones, T., Young, G. A. (Eds.) Toward the multicultural university, 41-61. Westport, Connecticut: Praeger Publishers.

This chapter focuses on several directions of multiculturalism. One is that American is diverse, made up of many ethnic groups and cultures. This diversity is the source of human richness. Karenga states that diversity should be embraced and expanded. He further says that cultural truth and uniqueness contributes to human history. Any concept of a quality education must include multicultural education. Afrocentric study is important because it emphasizes the contributions, perspective, and methodology that are important to all society.

Karenga reviews the concept of centeredness which is knowledge that reflects the culture of the student. He cites the work of DuBois who stated that the purpose of education was not to create money-makers, but its purpose is to develop men and women of intelligence and character. Students should have knowledge of the world that was and the world that is, as well as have a commitment to the community.

The chapter continues that the purpose of education is to process, to clear, and create a space for human freedom. The chapter concludes with idea that Afrocentricity stresses ethics and the process of striving for the common good. Karenga concludes that America is not a finished white product, but an ongoing and changing multicultural project.

Spirituality/General

Karenga, M. (1989). The African-American holiday of Kwanza: A celebration of community, family and culture. Los Angeles: Sankore.

In this book, the author and founder of the African-American holiday of Kwanza discusses and explains the meaning and the origin of the holiday, as well as its principles and symbols. Unlike Karenga's previous book about Kwanza, the present one is intended for a wider audience. According to Karenga, the book is written first for those individuals who may not be part of the "movement" but are nonetheless interested in and committed to the celebration of Kwanza. Secondly, it is written for teachers and other professionals who have a particular interest in Kwanza and would like a clear and concise explanation of its origins, practice and meaning.

In this book, Karenga explains that the celebration of Kwanza has it origins on the continent of African with the "First Fruits" celebrations. In practice it involves the gathering of people, reverence for the creator and creation, commemoration of the past, recommitment to cultural ideals and celebration of the good. Its seven principles (the Nguzo Saba) are: 1) Umoja (unity); 2) Kujichagulia (self-determination); 3) Ujima (Collective Work and Responsibility) 4) Ujamaa (Cooperative Economics); 5) Nia (Purpose); 6) Kuumba (Creativity) and 7) Imani (Faith). The seven symbols of Kwanza are the 1) Mkeka (mat symbolizing the foundation - history); 2) Kinara - symbolizing the ancestors; 3) Mazeo - crops, symbolizing the fruits of collective labor; 4) Vmbuzi or Muhindi - corn, symbolizing the children - future responsibility; 5) Mishumma Saga - red, Black and green candles - symbolizing the Nguzu Saga; 6) Kikombe cha Umoja - unity cup used to pour libation for the ancestors and to is drunk from as a ritual to reinforce unity in the family and community, and 7) Zawaida - gifts - symbolic of the seeds sown by the children (i.e., commitments made and kept) and the fruits of the labor of the parents.

Anthropology/History

Katz, W. L. (1986). Black Indians: A hidden heritage. New York: Ethrac.

An important book which looks at the contributions of African-American Indians to American society. The book, more importantly, points out the relationship of blacks and Indians. Blacks and Indians, many times, fought together for their freedom from bondage. In "They Fled Among the Indians," Katz says that refugee black slaves ran to Indians, who, in turn, took care of them as well as fought against slave master. Katz says that slave masters always made blacks and Indians stay away from each other for fear of an uprising. In later chapters, Katz's illustrates why the bond between blacks and Indians was so pronounced in the Americas. For one, Katz maintains that blacks and Indians were both slaves. Both wanted to be free of their servitude. Other places in this book, Katz provides interesting bits of information on what famous blacks were part Indians. Crispus Attucks, who was the first to fall in the Boston Massacre, was a Black Natick Indian or, Paul Cuffe, father of back to Africa pilgrimage, was a Dartmouth Indian with African parentage. This book is further important since it not only shows the relationship between blacks an Indians but also shows how the tie between the two effected America is substantial ways. In one of the first foreign colonies in America [Roanoke, Virginia], for instance, whites ran for their lives because particular Indians helped the enslaved blacks win their freedom.

Psychology/ Sociology

Katz, I. (1967). A critique of personality approaches to Negro performance, with research suggestions. Journal of Social Issues, 25 (3), 13-27.

Katz evaluates some of the hypotheses concerning socialization and personality factors among Negro youth.

Katz begins by summing up some theories that due to the lack of proper parental supervision. Negro youth grow up with an awareness of the stigma of being Black in America. This, of course, leads to feelings of shame and unworthiness.

Katz goes on to talk about the lack of empirical support for the "personality deficit" model, though he does write that this does not stop people from supporting the theory.

Katz then moves on to discuss the theory of the "mark of oppression" which supposedly represents the emotional wound of living in a white racist world where prejudice and discrimination are blatantly obvious.

Another excellent point that Katz brings out is that minority group cultures have their own unique values, goals, etc. that are not recognized by the school. He argues that perhaps it is this lack of relevance to the goals for which Negro children are socialized that causes their lack of motivation in school.

Psychology (identity)

Kearney, A. G. (1974). Factors affecting the development of self-esteem in young black children. Dissertation Abstracts International, 34 (7-A), 3874.

This study was undertaken to investigate the extent to which children are able to report positive self-reports whatever their circumstances. Several relationships between self-esteem and other behavioral variables were examined. In the past, research has assumed blacks to have lower levels of self-esteem than other ethnic groups. Comparisons of blacks and whites has usually indicated the former as deficient and/or exhibiting pathological behavior. This study attempted to look at the factors which affect the development of self-esteem without assuming negative hypotheses.

It was concluded that the results need to be interpreted with caution for at least two reasons: the reliability and validity of the instruments developed for the study are unknown, and the sample size was small enough to make generalization a hazardous venture. --Dissertation Abstracts International.

Anthropology/ Traditional Education/ Spirituality

Kenyatta, J. (1965). Facing Mt. Kenya: The tribal life of the Gikuyu. Vintage: New York.

This book describes the cultural and historical traditions of the Gikuyu people of Kenya. These traditions have been handed down verbally from generation to generation. The mind of the African through the years becomes their library. Kenyatta says that the African impresses the information on the mind, through tribal competitions, rituals, and group practices. These activities permit the African to **accurately** recall this information whenever needed. Of great importance are the chapters on **Land Tenure, Religion, Magic** and **Ancestral Worship**.

This is the first book written by an African that provides an authentic description of the structure and lives of the African community, and the African mind.

Jomo Kenyatta was a noted nationalist leader, trained anthropologist. The book is authoritative, since Mr. Kenyatta lived and experienced the life and customs about which he writes. Understanding the contents of this book which describes the Gikuyu of Kenya, is to understand African communities of all of Africa.

Biracial/Psychology (identity)

Kerwin, C., Ponterotto, J. G.; Jackson, B. L.; Harris, A. (1993, April). Racial identity in biracial children: A qualitative investigation. Journal of Counseling Psychology, 40 (2), 221-231.

Describes a qualitative study of issues salient in the development of racial identity for schoolchildren of Black/White racial heritage. Semistructured interviews were conducted individually with 9 Black/White biracial children and their parents (a total of 6 families). Major findings from this study tend to run counter to problems conjectured in the counseling and related literature. For example, in contrast to deficit models, participant children and adolescents did not appear to perceive themselves as "marginal" in 2 cultures. The majority of participant children, adolescents, and adults demonstrated sensitivity to the views, cultures, and values of both the Black and White communities. Developmental transitions associated with different ages were identified. Emergent themes yielded hypotheses with implications for future research. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Psychology (identity)/ biracial

Kerwin, c. (1992). Racial identity development in bi-racial children of black/white racial heritage. Dissertation Abstracts International, 52 (7-A), 2469.

This exploratory study examined issues surrounding racial identity development in school aged children of black/white racial heritage (i.e., first generation offspring of one black parent and one white parent). Evidence suggests that this is a growing yet understudied group. Educators, counselors, and other professionals working with biracial individuals must add to their knowledge of identity formation an increased awareness of the process of identity development in order to meet their needs more effectively.

Biracial adolescents tended to identity with the same sex parent. No association between physical resemblance to a particular parent and racial identity was found. Religious/ethnic identity appeared to be a salient factor for children with Jewish mothers.

Younger children demonstrated bicultural competence in that they expressed awareness and comfort in the fact that people are different colors and races and that they can identify with more than one group. They viewed themselves as in the middle of a continuum of color between black and white, but definitely connected to both ends. --Dissertation Abstracts International.

Health/Psychology (development)

Ketterlinus, R. D.; Henderson, S.; Lamb, M. E. (1991). The effects of maternal age-at-birth on children's cognitive development. Journal of Research on Adolescence, 1 (2), 173-188.

Compared the school achievement scores (SAS) of 1,880 elementary-school children born to either adolescent (aged 13-18 yrs) or adult mothers (38% Black, 17% Hispanic, and 45% White). The effects of maternal age on children's SAS were negligible after controlling for maternal intelligence, sociodemographic status, and the quality of the home environment. After controlling for other variables in the model, maternal age was a significant predictor of Peabody Individual Achievement Tests scores among Blacks but not among Whites and Hispanics. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Political Science/Philosophy/General/Literature

King, M. L. Jr. (1967). Where do we go from here: Chaos or community? New York: Harper and Row Publishers.

In Martin Luther King Jr.'s well written book, he continues to perpetuate his non-violent stratagem in gaining full and equal civil frights for disenchanted and disenfranchised American. King in the book, begins with the condition of blacks of the time. Blacks faced in the late sixties in America, perhaps unlike any other time, outright persecution, incarceration, and murders of black leaders done covertly. He later shows some of the forces against his non-violent approach such as "Black Power!" King, moreover, does not degrade Black Power but rather wants blacks to gain civil rights through peaceful matters. The reader can recognize King's ideas of non-violence in literature written about or by Mahatma Ghandi yet will see opposition to this idea in one of Franz Fanon's book, Toward the African Revolution. King contends that his approach will unite blacks with whites rather than distancing them as he suggests black power does.

Philosophy/General/Science

King, L., (Ed.). African Philosophy: Assumptions and paradigms for research on black persons. Los Angeles: Fanon Research & Development Center, 1975.

This excellent collection of essays is a primary text for the discussion of paradigms. Beginning with an introduction to the conceptual constructs of African philosophy, King bases his work on the work of Franz Fanon. Topics include: Reason and revolution based on an Angolan experience; redefining the terms majority and minority; a discussion of the philosophy of Kurame Nkrumah's concept of *consciencism* (not to be confused with Freire's *conscientization*). This book also discusses the recent experiences of Afro Americans in Africa and includes an interesting article by Akbar on the rhythmic patterns in African personality.

King concludes with a discussion on what he terms, 'a return to a creative psychology'. "Our creative world paradigm," says King, "is not either/or, but both/and." He suggests that our science should reflect the principle of complementariness of reconciling opposites such as free well and determinism, materialism and transcendentalism, and science and religion.

Economics/Racism

King, J. (1992). Loan gap plagues Atlanta black: Higher denial rate from home mortgage in city, nation-called "moral disgrace". The Atlanta Journal/The Atlanta Constitution, March 15, p. G1 and G4.

The author(s) of the article survey mortgage loan gaps amongst metropolitan Atlanta's black and white population(s). However, the author(s) presents an examination of the criteria used to substantiate stereotypes about blacks which is being used to shut off credit. Stereotypes such as lack of wealth, "blacks not as good of a credit risk as whites (credit worthiness)", and socioeconomic factors such a black's lover average income, lower net worth and higher employment rates are just a few of the illegitimate excuses used to deny mortgage loans to blacks.

Racism/Method.

King, J. (1991, Spring). Dysconscious racism: Ideology, identity, and the miseducation of teachers; The Journal of Negro Education, 60 (2), 133.

The author presents findings of a study conducted on her teacher education students on dyconscious racism. The results claim that the students thinking reflect internalized idealogies that both justify the racial status quo and overdue cultural diversity. He describes an alternative teacher approach, such as reconstructionist liberatory to counteract the cognitively limited and distorted thinking that dysconscious racism represents.

Anthropology/Sociology (family)

King, J. (1976). African survivals in the black American family: Key factors in stability, Journal of Afro-American Issues, 4 (1) 153-167.

The author demonstrates a relationship between African Americans surviving in America, by their ability to continuously adapt, with survival techniques used by West Africans during the period of legalized slavery.

Curriculum/ Politics/ Method

King, J.E. & Wilson, T.L. (1990). BEing the soul-freeing Substance: A Legacy of Hope in Afro Humanity. Journal of Education, 172 (2), 9-27.

King and Wilson's approach to examining issues surrounding liberation education is based on the notion that "True human freedom means BEing equitable in one's soul, especially learning to nourish well-being and differentness in self and other persons." The authors assert the Afro humanity commands the necessity for a liberation pedagogy that challenges justifications for social injustices, exploitation, poverty, etc. They characterize an Afro humanistic liberated pedagogy as one that does not energize the colonizing objective of schooling to deny the African heritage of human equality. King and Wilson are particularly concerned about how racist schooling misrepresents school knowledge and further perpetuates biases, miseducation, inequities, omissions, and distortions presented via the "hidden curricula" and teaching practices of the traditional educational establishment. They cite the " 'whitening' of Egypt in school textbooks" as an example.

In this essay, King and Wilson express their dedication to liberating black children from violence and oppression (and all of humanity as well) through a decolonized form of schooling. They identify the need for educators to develop a theoretical and epistemological basis for teaching and learning that involves the fundamentals of Afro humanity and that restores the historical and cultural consciousness of African people.

Curriculum/ History

King, J. E. (1992). Diaspora literacy and consciousness in the struggle against miseducation in the black community. Journal of Negro Education, 61 (3), 317-340.

Presents a discussion about the misrepresentation of the Middle Passage in the African context in history books. Nevertheless, the author gives an account of the African holocaust and how it is portrayed in a partial and distorted history. Furthermore, the author focuses on the California textbook controversy which involved inaccuracies and omissions of vital information in history. Moreover, the author feels that both diaspora literacy and consciousness are needed to decipher the regime of truth represented in school texts. From the perspective of dialectical social theory, the validity of the black studies perspective must be determined in the practical application of the ideology critique and the social action that this intellectual perspective generates.

Linguistics/Psychology

Kirk, G. E., Hunt, J. M., Volkmar, F. (1979, August). Social class and preschool language skill: VI. Child to child communication and semantic mastery. Genetic Psychology Monographs, 100 (1) 111- 138.

Children's semantic mastery of elementary abstractions was studied in 2 experiments. In Exp I, with 20 dyads from a Head Start (HS) class and 20 from a nursery school (NS), about equally divided between Blacks and Whites, Subjects requested their partners to pass them each of 6 colored blocks. An opaque barrier prevented the listener from seeing the hand movements of the speaker. Each Subject served as both listener and speaker. Only 2 of the HS dyads succeeded in the task, whereas 14 of the NS dyads succeeded. NS Subjects regularly named the colors, but HS Subjects often merely pointed. In Exp II, 3 concepts (colors, positions, numbers) were used in similar tasks with 17-20 dyads of Black HS Subjects and 24-25 dyads of NS Subjects. No Black child used dialect terms for the samples of 6 colors, positions, and numbers. Dyads of HS children showed the same deficiency in communicating positions and numbers as colors. Contrary to expectation from the sociological claims, the situational demand to communicate served to reduce rather than increase the numbers of the 3 kinds of elementary abstractions that resulted from a simple request to name them. These findings are discussed in terms of B. Bernstein's (1970) "limited linguistic code," Piaget's "egocentricity," and lack of a learning set to name what is requested.

Linguisitcs/Psychology

Kirk, G. E.; Hunt, J. McVicker; Lieberman, C. (1975, May). Social class and preschool language skill: II. Semantic mastery of color information. Genetic Psychology Monographs, 91 (2), 299-316.

Compared the percentages of Head Start children who showed semantic mastery of color information with the percentage of nursery school children who showed such mastery. 4-yr-old Head Start children (2-yr-classes of 90 for 1969-1971 and 72 for 1971-1972) performed on a test of perceptual identification approximately as well as 4-yr-old nursery-school children (33 for 1969-1971 and 51 for 1971-1972) of parents predominantly of college background. On the other hand, only 28.9% and 19.4% of the Head Start children, as compared with 87.9% and 90.2% of the nursery school children pointed correctly to all 6 of the blocks when the examiner named the colors. Also, only 25.6% and 23.6% of the Head Start Subjects, as compared with 81.8% and 76.5% of the nursery school Subjects, named the colors of all 6 blocks as they were designated by the examiners. Sex differences and race differences, except in the case of brown, among the Head Start children were negligible and not significant. Somewhat more children showed semantic mastery for the warm colors (orange and red) than for the cool colors (blue and green). The finding of a deficiency in semantic mastery for such an elementary abstraction as color is highly dissonant with the contention that children of poverty, and especially Black children of poverty, are without cognitive or linguistic deficit, and that they fail in school only because they use a dialect differing from standard English. The finding supports the contention that children of poverty do have a cognitive and linguistic deficit which may, and probably does, derive from the rearing conditions in their homes during the preschool years.

Linguistics/Sociology

Kirk, G. E.; Hunt, J. McVicker. (1975, May). Social class and preschool language skill: I. Introduction. Genetic Psychology Monographs, 91 (2), 281 -298.

Presents findings of a series of studies with Head Start and nursery school children which examined the relative validity of 2 explanations of why children of parents of poverty do poorly in school. Both explanations assume that nearly all children have the genetic potential to learn what the schools attempt to teach. One holds that children, and especially Black children, of poverty are in no way deficient in cognitive and linguistic skills. They fail merely because they enter school with a dialect differing from standard English. The other view holds that the rearing conditions in families of poverty limit the number and variety of objects and places and action models with which the poor child becomes acquainted during his infancy and preschool years, resulting in cognitive and semantic deficits. The economic and educational characteristics of the parents of the 2 sets of children are examined in detail.

Health/General, Miscellaneous

Kittles, R. (1995). Nature, origin, and variation of human pigmentation. Journal of Black Studies, 26 (1), 36-41.

From ancient times to the present, people have speculated on why and by what mechanisms humans could be as black as some Africans and Australian aborigines to as white as the Celtic speakers of Northern Europe. The shades of color in between these extremes illustrate a huge variation in human pigmentation. Melanin production, as an evolutionary trait, has probably allowed hominids to survive for millions of years and evolve into the modern species of the present. Because the fossil record of hominids does not contain soft tissues (such as skin and hair), we speculate on the evolution of pigmentation in humans using mechanisms that may appear strategically advantageous or disadvantageous (e.g., vitamin D theory). Perhaps we can find genetic markers responsible for pigmentation that will allow us to determine some poly-morphisms that may exist in world populations. These polymorphisms may be due to population history and structure. Possibly, these polymorphisms may allow us to detect the time of major evolutionary events such as the evolution of "white skin" and the other shades we see expressed in present populations.

Linguistics

Kizza, I. Black or standard English: An African-American Students's false dilemma. (Report No CS 213188). Chattanooga, TN: University of Tennessee, 1991. (ERIC Document Reproduction Services No. ED 342-008).

From the perspective of an African-American college professor, Kizza exhorts other educators to foster in black students a sense of pride in their language, to explain the differences between Black English and Standard English and to help students differentiate between Standard English and the English spoken by most whites. In essence Kizza call for bidialectalism. She writes:

> Bidialectalism is an achievable goal at the college level because a student at that level can understand what is at stake; it is the functional value of the standard dialect that we should emphasize at that level. Our students need to learn to switch dialects as appropriate...It's OK to rap as long as they can talk stocks and bonds on Wall Street (p. 8).

For the African-American students the notion of a choice between BEV and Standard English is really a false dilemma because it is not an either/or issue. Since these two are separate dialects, both are possible.

Health

Klag, Michael et al. (1991). The association of skin color with blood pressure in US blacks with low socioeconomic status. Journal of the American Medical Association, 265 (5), 599-602.

The authors of this article make an attempt to provide evidence that skin color is associated with blood pressure in US blacks of low socioeconomic status. Klag and others suggest that both systolic and diastolic blood pressure were higher in darker persons and increased by 2mm Hg for every 1-SD increased in skin darkness. These authors theorized that skin color in blacks has been shown to represent black/white genetic admixture. Nevertheless, the study involved the reflection of light which was the means of measuring skin color after which the blood pressures was taken. The authors suggest that more darkly pigmented skin reflected a lower percentage of light and yields a lower reflectance reading (skin reflectance was associated inversely with both systolic and diastolic blood pressure); however, the authors primary hypothesis of this analysis was the darker skin color was associated with higher blood pressure, and independent of socioeconomic status. Moreover, according to this document previous studies that examined the relation of skin color to blood pressure in blacks show conflicting results, due to the variations in access to health care, socioeconomic status, diet and other risk factors associated with hypertension.

Criminal Justice/Racism

Kleck, G. C. (1981). Racial discrimination in sentencing: A critical evaluation of the evidence with additional evidence on the death penalty. American Sociological Review, 46 (6), 783-805.

Reevaluation of published research on racial bias in criminal sentencing and of data on execution rates by race from 1930-1967 and on death-sentencing rates from 1967-1978 indicates that, except in the South, black homicide offenders have been less likely than whites to receive a death sentence or executed. For the 11% of executions imposed for rape, discrimination against black defendants who had raped white victims was substantial, but only in the South. Evidence for noncapital sentencing also largely contradicts a hypothesis of overt discrimination against black defendants. Although black offender/white victim crimes are generally punished more severely than crimes involving other racial combinations, this appears to be due to legally relevant factors related to such offenses. Crimes with black victims, however, are less likely than those with white victims to result in imposition of the death penalty. The devalued status of black crime victims is one of several hypothetical explanations of the more lenient sentencing of black defendants.

Power Schools/Curriculum/Method.

Klein, R. (1991). Saturday is the only alternative. Times Educational Supplement, p. 26, March 15.

The author reports on a British society and how black children experience much racism in the mainstream schools. One mother decided to send her children to a Saturday school, feeling that this was the only way to get her children through school. These schools not only teach the three R's, but they also create an environment which stresses teaching children about black history and culture. Every city in Britain with a large population of blacks organizes a Saturday school.

One particular Saturday school in Handsworth is made up of about 100 children. The cost to the parents is only $4 per term. Parental contributions are the only support in which the school receives. The teachers volunteer their time from 1 p.m. to 4:30 p.m. each Saturday, and may give up to 4 hours of homework. Many teachers in the mainstream schools criticize Saturday schools and feel threatened by them.

This reference discussed an alternative to the mainstream schools that may contribute to the education of black children. This may be the only means of receiving an education free of racism for some children.

Psychology (identity)

Klein, P. Levine, E. Charry, M. (1979). Effects of skin color and hair differences on facial choices of kindergarten children. The Journal of Social Psychology, 107, pp. 287-288.

Klein and Charry conducts a study which explores the question of whether a child's racial preferences are based on skin color. The subjects included 62 black and 50 white kindergarten boys and girls between the ages of 4-9 and 1-6, from middle-and lower middle income families. A modified version of the Clark and Clark experiment was administered which included: black dolls with straight hair, black dolls with Afro-hair, white dolls with curly-hair, white dolls with dark hair and dark eyes, etc. Nevertheless, the white subjects were found to be clearly ethnocentric (70% preferred a white doll over a black one) and 48% of the black subjects chose the black doll, while 52% chose the white doll.

Linguistics/Special Education

Klenk, L. (1994, Winter). Case study in reading disability: An emergent literacy perspective. Learning Disability Quarterly, 17 (1), 33-56.

Presents a case study that chronicles the development of reading writing in an 8-yr-old female student identified as learning disabled. The study is rooted in the forms of multiple theoretical perspectives of literacy, including cognitive science, sociohistorical, and developmental (emergent literacy). The central focus is on the changes in the forms of reading and writing the Subject employed over the course of 1 school yr, and on changes in her understanding of herself as a reader and writer. Additional information is noted regarding growth in phonemic awareness acquisition of sight words and conventional spellings, and comprehension and interpretation of stories. The secondary focus of the study is on the search for appropriate assistance to be offered while engaging the Subject in personally meaningful reading and writing tasks. Transcripts are provided of reenactment of trade book and preprimer selections and a writing awareness interview. (PsycINFO Database Copyright 1994 A Psychological Assn, all rights reserved).

Literature/Media

Klotman, P.R. (1991). Echoes from the past: Screenplays of the African-American experience. Indiana University Press: Bloomington & Indianapolis.

This book is the first of its kind. It highlights African-American screenplays of six independent film makers created in the 70's and 80's. These cultural artists have worked against the Hollywood hegemony to crate quality visual art. Several films are available in video cassettes. These independent films are dedicated to presenting non-stereotypic images of African-Americans.

The quality and images of independent films about African-Americans are no filtered and whitened through the Hollywood lens. Independent films of this quality are what we want to expose to the community. These artists allow us to see ourselves through visual culture in a much more realistic way. This book does a great job of informing the reader about quality films, and individuals that produce, write and direct his material. It is important to note that though these films may be more difficult to find, they are available. This is excellent materials for inclusion into classroom curriculums.

Learning Styles/Curriculum

Kochman, T. (1981). Black/White styles In contact. Chicago: University of Chicago Press.

This book discusses black and white social interactions. It provides its readers with the viewpoints of a educator who has taught African American students. From his standpoint, he maintains that in order to be effective in educating black students, educators must comprehend and take into account black culture and language in their teaching styles. In addition, he argues that teachers should be held accountable to incorporating black culture in their teaching methods at black institutions but in others as well. He concludes that as the result of interacting with black students, he was able to learn express himself more openly and recognize the community; factors that mainstream society downplay.

Health/ Health (substance abuse)

Kogan, M.D. Kotelchuck, M., Alexander, G.R. & Johnson, W.E. (1994). Racial disparities in reported prenatal care advice from health care providers. Am J. Public Health, 84 (1), 82-88.

This article deals with the disparities found in the prenatal health care of women in four areas: tobacco use, breast feeding, alcohol consumption and drug use. A survey of over 8,000 women revealed that black women were less likely to receive prenatal advice about tobacco and alcohol use. There is also a difference between blacks and whites on breast-feeding advice. The article concluded that there is a difference in health care advice received and this may be due to racism via stereotypes.

A relevant piece in the overall picture of health care. Prenatal care is an important factor in infant mortality and the black infant mortality rate is much greater than for Whites. If there is a difference in care given, what is the motivation?

Sociology/ Anthropology

Konner M. (1977). Infancy among the Kalahari Desert San. In P. H. Leiderman, S. R. Tulkin & A. Rosenfield (Eds.) Culture and Infancy: Variations in the Human Experience, (pp 287-328) New York: Academic Press.

The research conducted here concentrates on the !Kung San in Southwest Africa, a group of hunter-gatherers. The author views this research as significant and urgent because the hunter-gatherer way of life has been rapidly disappearing. Without further research and observation of their general subsistence ecology, a valuable link to original man's sociocultural form would be lost. By studying infancy, the researchers hoped to lessen conclusions based on the false belief in the universality of Western thought. Within a broad based cultural context, they might be able to determine universal features of infant care. Most importantly, they were interested in determining the evolution in infant care that has occurred from the time of the San ancestors up to the present.

The researchers assessed many aspects of !Kung San infant development, and those aspects can be organized into three important distinctions: 1) the bond between the mother and infant, the closeness and duration of that bond; 2) the overall environment in which the infant was influenced which was one of many adults, both friends and relatives, and 3) how the infant is weaned from the strong mother-child bond to a multi-age child group where the child's socialization is turned over to older children who act as caretakers. From the comparisons, they hope to gain a better understanding of infant care and early social patterns of humans.

What they also discovered was the San infants tended to be ahead of American infants in early cognitive or sensorimotor development. The San were instinctively aware of how to enrich the child's environment and the positive effects these methods had on the infants' development.

Though more research is needed in this area, there is enough evidence available to theorize that infant stimulation and indulgence has decreased since the hunting-gathering time period of human development. More truthful research is necessary in the fields of mental health, human behavior, and child development to determine the consequences of this change and to remove the veil of ignorance and biased reporting that currently exists.

Sociology/ Anthropology/Political Science/Economics

Kotkin, J. (1993). Tribes: How race, religion and identity determine success in the new global economy. New York: Random House.

Kotkin's thesis is that the world is developing into a world where the economic strength rather than the military strength of a nation will be the primary determinant of its position in the world. He also asserts that this new political and economic dimension to the world order is producing global tribes.

Global tribes combine a strong sense of a common origin and shared values, quintessential tribal characteristics, with two critical factors for success in the modern world: geographic dispersion and a belief in scientific progress. In defining Global tribalism, Kotkin sets out to examine five principal groups--the Jews, the British, the Japanese, Chinese and Indians--all of whom powerfully illustrate this phenomenon.

Kotkin admits that these groups all have a vastly different history, but they all have three critical common features. First, they all have a strong ethnic identity and a sense of mutual dependence that allows them to be very politically and economically adaptable in the global market. Second, they possess a global network based on mutual trust that allows them to function outside national borders. Third, they have a passion for technical and other knowledge from all possible sources, combined with the essential open-mindedness that fosters rapid cultural and scientific development.

Sociology

Kotlowitz, A. (1991). There are no children here. Doubleday.

A highly acclaimed best seller by a journalist who writes about his experiences with and perceptions of two young Black brothers who live in the Henry Horner Public Housing on Chicago's west side. Although the author offers no new insight into why many Black boys face a future that is indisputably bleak, his crisp narrative

and journalistic style make for good reading.
--Useni Eugene Perkins.

Psychology (development)

Koudou, K. R. (1990). La Notion d'Age et de Temps Chez des Enfants Ivoiriens de 6 a 12 Ans. (The concept of age and time in 6-12-year-old children from the Ivory Coast.). Journal of Psychology in Africa, vi (3):59-76. Language: French.

Studied the development of the concept of age in children from the Ivory Coast Focus was on comparing the development of this concept between French and African children. Subjects were 140 6-12 yr old children from the Ivory Coast Subjects were stratified into 5 age groups, each including Subjects from families of high SES and Subjects from families of low SES. Subjects were asked a series of questions, including "how old are you?" and "how many years ago were you born?" The numbers of exact, inexact, and "don't know" responses were calculated and results were compared with findings from R. Zazzo's (1983) study among French children of the same ages and grade levels. (English abstract) (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Spiritual/ General/ Economics/ Sociology

Kozol, J. (1995). Amazing grace: The lives of children and the conscience of a nation. New York: Crown Publishing Group.

Jonathan Kozol, a crusader against poverty, reminds us about our forgotten children. The children he describes are from families in one of the poorest, deadliest neighborhoods in America. Emotional and vivid stories are told of the people he met in the predominantly African American and Hispanic neighborhood of Mott Haven in the South Bronx, New York.

Two thirds of these children live in squalid housing. The homicide rate is high. Virtually every child in the neighborhood knows somebody who is dying or has already died of AIDS.

Some themes of Amazing Grace are moral responsibility, spirituality, and cross-generational love of children. Kozol rejects the generalization of blaming the poor for their plight. What he describes are innocent children and parents victimized by systematic cutbacks in government and the absence of humane protection for poor children.

Schools/ Politics

Kozol, J. (1967). Death at an early age: The destruction of hearts and minds of Negro children in the Boston Schools. Penguin: New York.

The Boston Public School System fired Mr. Kozol for using a poem by Langston Hughes in his classroom. This poem was not part of the prescribed reading list. Specifically they said they fired him for "curriculum deviation". This book describes, in chilling detail, the hate and terror the African-American children received who attended this school. They were beaten, treated like animals and otherwise misused.

The abusive incidents in this school were common. Similar incidents were occurring throughout Boston during this period which was before capital punishment. Educational institutions still inflict this kind of spiritual and psychological damage on African children, though it is much subtle. Saving children will take courage. The shocking descriptions in this book provide awareness and force us to take a critical look at our own situations. This is what liberation education is not.

Politics/ Economics/Racism
Kozol, J. (1990). Savage inequalities. Crown Books.

This book describes the conditions in which lower class African-American children are taught through use of the care study approach. It states that these children are taught to dream of accomplishing the American dream, but the educational system as it is does not adequately prepare these students to obtain success.

As one critic put it: "This is raw stuff!". Similar to Death at an early age and Rachel and Her Children, this is a moving and persuasive work about the devastating inequalities in American society. He describes the school system in the inner-city with its 'garrison-like campuses' located in high crime areas. He observes that they frequently lack the basic amenities such as heating, texts, supplies and sanitary conditions. They are the forgotten members of this two-tier society. An impassioned book, full of anger and indignation, Kozol's book reminded me of the famous Orwell classic Animal Farm, in which the main character reminds us that "All pigs are equal, but some are **more** equal than others!". A must read for educators in the inner-city.

Economics/Linguistics
Kozol, J. (1985). Illiterate America. New York: Doubleday.

Kozol gives a personalized account, which details and describes the lifestyles of illiterate adults in the United States. His thorough investigation observes the cultural, social and economic plight of illiterate America. Furthermore, Kozol describes illiteracy as a growing crisis in American society which must be mobilized.

General/Schools/Racism
Kozol, J. (1990). The night is dark and I am far from home. New York: Simon and Schuster.

This classic provides insight into one of the most urgent questions facing educators in America. Kozol probes the ethical betrayal forced upon children in public school classrooms. Rejecting the familiar notion that our schools are "failing," he argues instead that schools succeed extremely well in their historic role of national indoctrination. The essence of such indoctrination, he believes, lies in classroom rituals that render students ethically incompetent to respond to obvious injustice. This book is a bold inquiry into the values and goals of America's schools.

Health

Kramer, M. S.; Rooks, Y.; Pearson, H. A. (1978, Sep). Growth and development in children with sickle-cell trait: A prospective study of matched pairs. New England Journal of Medicine, 299 (13), 686-689.

To determine whether sickle-cell trait (Hb AS) impairs physical growth and cognitive development, 50 matched pairs of Black children were prospectively investigated. For each child with Hb AS, an Hb AA child was matched at birth for sex, birth date, birth weight, gestational age, 5-min Apgar score, and socioeconomic status. Between the ages of 3 and 5 yrs, the members of each matched pair were evaluated, within 1 mo of one another, by persons "blind" to the hemoglobin genotype. 12 outcome measurements were obtained at evaluation: height, weight, head circumference, skinfold thickness, cross-sectional area of arm muscle, bone age, 5 scores of the McCarthy Scales of Children's Abilities, and the Peabody-Picture Vocabulary Test. There were no statistically significant differences in these measurements favoring the AA group. Results show that children with sickle-cell trait in this age group had no deficits in standard measurements of growth and development and emphasize the importance of rigorous methods when clinical groups are assembled and compared.

Health

Kumanyika, S. (1993). Ethnicity and obesity development in children. In C. L. Williams, S. Y.S. Kimm (Eds.), Prevention and treatment of childhood obesity. Annals of the New York Academy of Sciences, Vol. 699 (pp 81-92). New York, NY: New York Academy of Sciences. p. 81-92.

(from the chapter) examines ethnic differences in obesity among children in the US; finding that obesity is more prevalent in minorities (i.e., African Americans, Hispanic Americans, Native Americans, Alaskan Natives, and Asian and Pacific Islander Americans) indicates that key obesity determinants (i.e., genetic, cultural, and socioeconomic) are generally mom common among these diverse groups... prevalence (preschool children, school-age children and adolescents); possible explanations for ethnic differences in childhood obesity (factors related to birthweight, infant feeding, cultural and familial influences on childhood eating patterns and activity levels); health implications.

Method./Psychology (self-esteem.identity)/Power Teaching

Kunjufu, J. (1984). Developing positive self-images and discipline in black children. Chicago: African American Images.

Kunjufu theorizes that the level of self-esteem, sense of purpose, and direction of parents are directly related to the child's performance in school and that development of positive self images and discipline in Black children is the primary responsibility of the parent. The text offers a wealth of information on behavioral traits and indicators of low self esteem and the institutions or influences that impact children's image and self-esteem. It is not a "how to" book on resolving the problems that plague our youth, rather it is a book that highlights where we went wrong as parents, educators, and a people. Kujufu's books gives the fundamentals of being "re-educated" and putting theory into practice.

Psychology (identity)

Kunjufu, J. (1988). To be popular or smart: The black peer group. Chicago: African American Images.

To be Popular or Smart: The Black Peer Group examines the negative one of the negative influences of the Black peer group. Kunjufu labels it the "silent killer" and suggests that the influence of the Black peer group has reached dangerous and epidemic proportions. The book includes six chapters including one on student profiles. In this chapter the reader is introduced to ten students who are labeled either high achieving or low achieving. The major emphasis of chapter two, "The Psychology of Being Black" is a discussion of the impact that slavery has had upon present day Africans in America. He suggests that he most debilitating effect of slavery has been the mental slavery and public characterization of African people as intellectually inferior. He suggests that the expectation of intellectual inferiority is one effect of slavery and that its continued psychological effect of eroding confidence in African youth has caused them to attribute academic achievement to acting white. Kunjufu suggests that any attempts to solve the problem must give attention to the origins of the problem (racism) and must provide and understanding of the systems that have a vested interest in perpetuating and maintaining racism.

Kunjufu also presents some of his research with African children share they reported often knowing the correct answers to questions and knowing what it takes to get good grades but choosing not to express either. Two reasons suggested for their ambivalence are the lack of value placed on academic achievement and fear.

In the final chapters of Kunjufus' book, he gives directives to parents, teachers and communities respectively for helping African children achieve academic excellence.

"This book addresses the reasons why some Black boys desire to achieve in school as opposed to others who feel that academic achievement is not representative of Black life styles. Dr. Kunjufu believes that this misguided perception is due to negative peer pressure and the lack of positive male role models." --Useni Eugene Perkins.

Sociology

Kunjufu, J. (1981). Countering the conspiracy to destroy black boys. Chicago: African American Images.

Kunjufu discusses the travesty of European Americans to overtly and covertly conspire and destruct African American boys as they matriculate through the educational system. The author speaks not only of conspirators such as white supremacists, gangsters or violent people. He also speaks of perpetrators such as parents, educators and white liberals who do get involved in changing policy but eventually remain apathetic. Kunjufu explains the problems that inflict our black boys as they matriculate through primary levels to that of fourth grade in which in a traditional school classroom, learning is more competitive with less social interaction occurring among students. The underlining theory in this book is that black boys are purposely denied the chances of becoming black men. This concept is practiced as an institution and can be combated through positive male role models, cultural awareness, becoming actively involved in the child's schedule, etc. Supporting organizations that develop African American boys to be self-directed learners who are educated not trained is key. This is a unique book that is worthy of a teaching and learning tool.

"This book became a popular best seller because it brought attention to the plight of Black children and its effect on their socialization. Dr. Kunjufu bases most of his conspiracy theory on the "fourth grade syndrome" which characterizes the failure of many Black males to keep pace with national scholastic standards."--Useni Eugene Perkins.

Methodology/ Curriculum/General Education

Kunjufu, J. (1989). Critical issues in educating African-American youth (a talk with Jawanzaa). Chicago: African-American Images.

This book is presented in interview format and features Jawanzaa Kunjufu's responses to questions on teaching, curriculum, learning styles, Special Education, discipline, African-American boys, self-esteem, motivation, administration, parenting and community involvement. He emphasizes the concepts of prevention, spirituality and motivation as essential for youth development. Black youth are bored with formal education; sex, drinking and driving have thus become more important aspects of their "rites of passage" into adulthood. Furthermore, he notes that some black mothers tend to "raise" their daughters while "loving" or spoiling their sons. To counter these negative aspects. Kunjufu encourages parents, community members and schools to become an integral part of the education process.

Quotes such as the following reveal Kunjufu's keen insight, sophistication and substance as a writer and thinker: "The main thing that keeps blacks from going into business is a good job." "Black youth are motivated to be great, but not how to become great." He also feels that, "Our youth have a right to know how a people so great went from pyramid to projects."

Methodology/power teaching

Kunjufu, J. (1986). Motivating and preparing black youth to work. African American Images.

This book addresses the need to motivate Black youth to feel confident about their inherent abilities to perform in the job market. The author cites several studies that suggest many Black youth have a poor perception of themselves and lack discipline and focus to pursue vocational and/or professional careers.
(Useni Eugene Perkins).

Sociology(family)

Kupersmidt, J. B.; Griesler, P. C.; DeRosier, M. E.; Patterson, C. J.; and others. (1995, April). Childhood aggression and peer relations in the context of family and neighborhood factors. Child Development, 66 (2), 360-375.

Explored 4 models (risk, protective, potentiator, and person-environment fit (PEF) comparing the associations among ethnicity, income, and structural characteristics of families and neighborhoods on childhood aggression and peer relations. 1,271 2nd-5th graders (40% Black) were assigned to 1 of 8 family types based on ethnicity, income, and household composition, and their addresses were used to define low- or middle-SES neighborhoods. Middle-SES neighborhoods operated as a protective factor for reducing aggression among children from high-risk families, interacted with family type to produce poor PEF resulting in a greater likelihood of being rejected by one's peers, and potentiated the development of home play companions for children from low-risk families. Results are discussed in terms of the need for broader contextual factors to be considered in studying children's social and behavioral development. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Health/Economics/Psychology (development)

Kvalsvig, J.; Connolly, K. (1994). Health and psychological development among children in poor communities. In A. Dawes, D. Donals (Eds.), Childhood & adversity: Psychological perspectives from South African research, (pp 92-106). Claremont, South Africa: David

Philip Publishers (Pty) Ltd.

(from the chapter) infections may influence children's psychological development either directly or indirectly; consider a set of infections endemic to many poor communities in South Africa, namely parasite infections--in particular helminthiases; concerned especially with the ways in which children act to become infected with these organisms as well... (social and economic) risk factors; parasite infections and schooling; KwaZulu Creche study (parasite infections and behavioral status with respect to the Creche environment, differences in behavior scores following treatment).

Method./power teaching

KyKendall, D. (1992). From rage to hope: Strategies for reclaiming black & Hispanic students. National Educational Service.

This is an excellent book for teachers (and parents) who are committed to correcting the educational deficiencies which typify most public school systems and have a negative effect on Black and Hispanic students. The author feels that if we are to change this situation we must begin to acknowledge the different learning styles of Black and Hispanic students. By doing so we can improve their self-image and motivate them to succeed in school The author also is critical of the labels assigned to Black and Hispanic students (especially males) which contribute to their over representation in special education classes. The book also appeals to teachers to be more innovative and try new methods in teaching Black and Hispanic students. Another concern expressed by the author is the need for teachers to help students improve their self-image. The chapter on achievement motivation provides several worksheets which should be helpful to teachers in meeting this challenge. The author feels, however, that the bonding between the school and home is critical for assuring that these strategies are implemented.--Useni Eugene Perkins.

L's

Linguistics

Labov, William, et al. (1973). Language development in young children. IN: J. L. Frost, Revisiting early childhood education: Readings, xi, p. 548. New York, N.Y.: Holt, Rinehart & Winston.

Discusses the logic of nonstandard English among urban black children, reports results of a study on the learning and language of Wolof children in Africa, and describes the general conditions which enhance language development in day care programs.

Sociology (family)

Ladner, J. (1971). Tomorrow's tomorrow. Garden City, N.Y.: Doubleday.

Joyce Ladner attempts to challenge, which she does deftly, many of the so-called established theories about the black family in general. She arrives at the conclusion that the black community has a distinct, autonomous social system which regulates much of its own behavior. This social system, primarily because it is rooted in an American sub-culture, is usually marginalized and denigrated by the dominant class. She also maintains that the dominant society itself should be examined for the pathological behavior it attributes to certain minority groups. One of her many examples is that the so-called drug behavior more commonly associated with black youth is actually connected in a much more insidious way to white communities. Her main focus is on the struggle of black women, which she paints as a difficult one, but one which, in the end, is a struggle that has allowed the black family and the black woman to make incredibly healthy adjustments to conditions not intended to promote their well-being.

Learning Styles/Curriculum/Method.

Ladson-Billings, G. (1992). Liberatory consequences of literacy: A case study of culturally relevant instruction for African-American students. Journal of Education, 61 (3), 378-391.

Through a process referred to as "community nomination" Ladson-Billings asked parents to identify teachers they felt were successful with their students. The author identified common elements in the selected teachers' approach to teaching their students: a strong sense of purpose, an awareness of the social position of African-Americans and how it play role in the school's expectations for African-American students, and an expressed level of concern about how U.S. society works. The teachers viewed their roles as assisting students recognize contradictions and inequities in their local communities and the world at large. They practiced culturally relevant pedagogy that empowers their students intellectually, socially, emotionally, and politically by making cultural references to disclose knowledge, skills, and attitudes. The teachers profiled in this article were not interested in preparing their students to merely assimilate into mainstream society, but instead, possessed a desire to prepare them to effect positive social change for themselves and the community. Ladson-Billings summarizes her observations of the teacher' classes and the outcomes that emerge from practicing principles of culturally relevant teaching. Some include:

> Students who would traditionally be considered "at-risk" were assisted in becoming the intellectual leaders of the class.
>
> Students were treated as if they already possessed valuable knowledge when presented with new information or when they were taught new skills.
>
> Students' real life experiences were legitimated as part of the official curriculum.
>
> Both teachers and students participate in challenging the status quo.
>
> The teachers are aware of their roles as "political beings" in the education process.

Learning Styles/Curriculu

Ladson-Billings, G. (1992). Culturally relevant teaching: The key to making multicultural education work. In Grant, C. A. (Ed.) Research and multicultural education: From the margins to the mainstream, 106-121. Bristol, Philadelphia: The Falmer Press.

This chapter focused on the debate between the importance of learning styles and achievement and teaching styles and achievement. The authors cites Asa G. Hilliard's view that learning style is culturally learned and is meaningful to instruction.

The author discusses the idea of improving the performance of urban minority students using school level factors. Research on effective schools by Edmonds states that strong instructional leadership, high expectations for students, an emphasis on basic skills, a safe and orderly environment, systematic evaluation, and increased time on task produces increased student achievement. However, this ideology does not focus cultural diversity and is seen as white and mainstream.

The article also discusses a more culturally relevant teaching method. Relevant teachers function from a reciprocal interactive approach rather than transmission oriented. Culturally relevant teaching believes in the concept of "we." The article further states that knowledge is continually recreated, recycled, and shared.

Anthropology/General (miscellaneous)

Laffin, J. (1982). The Arabs as master slavers. Englewood, N.J.: SBS Pub.

Most people believe that human slavery is a thing of the past, but according to Laffin, they are quite wrong. In fact, the abolition of slavery in the U.S. was the close of but one chapter in the terrible history of human degradation of other human beings. Laffin gives a graphically detailed account of slavery in the Arab world and of the role of the Arabs as slave owners and slave traders. He also looks at the historical Arab slavery and compares it to the modern slavery in terms of viciousness and acceptance. He describes the cruelties, humiliations and deprivations to which slaves, especially the women and young girls, were exposed as they were transported from Africa. Laffin shares his account of being an eyewitness to an actual slave auction where he saw in reality what he had only heard in the abstract. He deftly and succinctly analyzes the basic attitudes of the Arabs towards their slaves and argues that the need to own and dominate slaves is part of the Arab mentality. He ends the book with an examination of the various attempts in recent years to outlaw slavery in several Arab states which were spurred on by pressure from the West, but slavery still persists in the Arab world today.

Political Science/ Methodology/General

Lande, J. S., Scarr, S. W., Gunzenhauser, N. (Eds.). (1989). Caring for children: Challenge to America. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. The Future of Child Care in the United States, Nov, 1987.

(from the preface) At the conference on "The Future of Child Care in the United States," held in Charlottesville, Virginia, on November 6 and 7, 1987, we heard many papers and comments and much lively discussion on complex issues surrounding working families, child development, and child care today. Speakers were invited to illuminate and debate the many troublesome aspects of these issues from their diverse background and points of view.... From the presentations and discussions at this conference, we achieved a closer look at the facts about children's, parents', and care providers' experiences in our current child care system, their discomforts and their satisfactions, and we oriented our developmental and family research findings to the most pressing issues(.)... The chapters in this volume represent the most contemporary points in those debates, and the discussions, summarized at the end of each chapter, further clarify the issues. There were points of disagreement about the effects on infants of full-time care in the first year of life; about the role of federal and state governments in the provision of child care; about caregiver training, professionalization, low wages, and turnover, about the regulation of infant and toddler care; about the roles of for-profit and non-profit child care; and about women's rights and children's needs.

Psychology (testing)/(development)

Landman, G. B., Carpenter, R. O. (1988, Dec.). Neurodevelopmental assessment of behaviorally disordered inner city boys. Clinical Pediatrics, 27 (12), 596-600.

Assessed the usefulness of the Pediatric Early Education Exam (PEEX), a neurodevelopmental instrument developed by M. D. Levine et al (1980). for evaluating inner city boys thought to be hyperactive by their teachers. 39 Black males (mean age 102.5 mo) referred for behavioral evaluation were administered the PEEX, along with a series of reading ability, intelligence, and mathematics achievement tests. Findings indicate that (1) the development of laterality was positively related to success in reading, (2) a sentence-copying task was related to success in reading, and (3) the ability to answer questions about complex sentences was related to mathematical success. A task involving the ability to follow verbal directions proved most sensitive to educational, intellectual, and social functioning. Findings support the use of the PEEX with this population. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Linguistics

Language Files. (1991). Linguistic Textbook. Ohio University Department of Linguistics, 387-393.

The aim of this chapter entitled "Social Variation: Differences Between Standard American English and Black English," is to illustrate some of the features of Black English (BE) and to compare these features with Standard American English (SAE). This reference not only uses linguistic terminology (which is of interest to the individual employing a study of African American language) but also makes an effort not to discredit Black English or its users. The reference also gives an explanation of the social/environmental influences that shape their language.

This is an excellent reference to gain an understanding of Black English/African American language in that it gives a linguistic approach rather than purely a sociological historical approach, which is often overlooked.

Power Schools

Leake, D. (1992, Summer). Milwaukee's African-American Immersion Middle School: Meeting Special Needs. School in the Middle, 27-30.

Leake outlines the outcome expected to result from implementing the African-American Immersion Program in Milwaukee's Fulton Middle School. The school's long-term goal is to prepare students to live, learn, and work in multicultural society. Leake details five factors projected to contribute to the program's success:

> The educational objectives will be framed around the cultural and life experiences of African and African-Americans; the student's experiences will be fused in the middle school level core curriculum.
>
> The staff is composed only of people who personal and professional philosophies are consistent with the school's focus.
>
> Teachers will participate in the decision-making process and will participate in various professional development activities.
>
> The school program will operate from the principle that "It takes an entire village to educate one child;" teachers will be required to visit

students' homes 18 times per year in an effort to foster a positive home-school relationship.

The principal will represent a model of professional and congenial behavior who will positively affect the staff and students.

Power Schools/ Curriculum

Leake, D. & Leake, B. (1992). Immersion schools in Milwaukee: A view from the inside. Phi Delta Kappan, 73(10), 783-785.

The Milwaukee Public Schools, in an attempt to address the under achievement of African American students have developed immersion schools. The immersion schools are designed to eliminate the attitudes that impede the academic success of African American students. Many have called the people responsible for the idea of immersion schools segregationist. Although lessons are taught from the African perspective, the main objective is to eliminate classroom practices that have prevented African American students from competing equally with Whites.

Power Schools/Curriculum

Leake, D. & Leake, B. (1992). Islands of Hope: Milwaukee's African American Immersion School. Journal of Negro Education.

The public school system has been a failure to many African American males. As long as society continues to perceive the problem with African American males as they do, they will continue to make efforts to implement the wrong solutions. So how one chooses to identify and define a problem directly correlates with the solutions. When teachers have an understanding of black students culturally and are in tune with them, communication is enhanced tremendously. African American males who experience cultural contradiction will respond with academic and behavioral problems. A task force was assembled in Milwaukee Public Schools to create an school environment that specifically responded to the needs and draw upon the strengths of young African American males. The group realized they needed to develop a program that would attract and hold the greatest promise for African American males. The group created African American immersion schools on the elementary and middle school levels. Teachers, parents, and other members of the community joined forces to provide a quality education for those students who had become the most distanced from success. These schools are viewed as learning laboratories of curriculum and instructional innovation.

Health/Psychology

Leal, C. A. (1976, May). Treatment of abused and neglected preschool children in a city hospital. Psychiatric Annals, 6 (S), 216-226.

Outlines a comprehensive and multidisciplinary program for the early detection and continued care of abused and neglected children from a predominantly disadvantaged Black population. Of 86 children, 5 yrs old or younger, who were referred to the Child and Adolescent Psychiatry Division of the hospital from July 1, 1974, to June 30, 1975, 80% were cases involving abuse or neglect, and this age group constituted 80% of all abuse/neglect cases seen by the Division during this period. The program has outpatient, consultation, educational, and training services oriented around the principles of acceptance of all children from birth to adolescence, appreciation of the effects of a depriving environment, early identification of assets and liabilities, and an understanding of the multiple determinants of a child's behavior. Developmental problems common in abused and neglected children are described; these include delays and/or abnormalities in language, immaturity of neurologic development, and disorders of psychosocial function. Both short and long-term therapeutic endeavors are discussed, including thorough evaluation of the child and treatment of the child and parent(s) individually and together.

History/Anthropology

Leaming, H. P. (1995). Hidden Americans: Maroons of Virginia and the Carolinas. New York: Garland Publishing, Inc. Volume in G. Hodges (Ed.), Studies in African American History and Culture, A Garland Series.

An important and exhaustive study of the Maroons, "band of fugitive slaves living independently from society," in Virginia and the Carolinas from the 1650s through the Civil War. The book includes footnotes, an index, and bibliography.

(from the editor's introduction): "Leaming spells out the ramifications of his carefully researched narrative of maroon history and life in the Dismal Swamps of North Carolina and Virginia.. . . Calling his study a contribution to the history of maroons in the Western Hemisphere, Leaming perceives broad similarities between American maroons and more well-known groups in the West Indies and South America. Like their southern counterparts, Dismal Swamp maroons uncovered and adapted to natural sanctuaries, created long lasting communities and shared heritage, sustaining a new and distinctive culture, defended by small guerilla raids and on occasion full scale maroon warfare.

"This is not a history derived from his imagination. Leaming's study is vigorously anchored by extensive research in Carolina imperial history, by assiduous reading of secondary texts, and, most usefully, extensive searches into local history."

Power Teaching

Lean on me (film). (1989). Los Angeles, CA: Time Warner Company, Warner Brothers.

This movie was about Joe Clark, the principal at East Side High School in Patterson, New Jersey. It is about a man who has the courage to do what was necessary to turn an entire school around and get the students motivated to learn. Some of Mr. Clark's views brought out in the movie were:

- If you don't succeed in life, don't blame your parents. Don't blame the white man. Blame yourself. It is your responsibility.
- I believe that when a person actively participated in something, then that person will take concern in whatever it is. So, if you allow the students a voice in their education and in the way that they are taught, and if you give them their due respect, then they are more likely to learn.
- If you treat them like animals, they will act like animals.

Self-respect permeates every aspect of one's life. If self-respect is lacking within the individual, then no one else will have any respect for you. The only way to get something done is to get everyone involved. In order for school to be effective, the students, teachers, and administrators all have appropriate roles to play.

Psychology (self concept)

Learner, R. M., & Bueberg, C. J. (1975). The development of racial attitudes in young black and white children. The Journal of Genetic Psychology: 127, 45-54.

This article provides a summary of a study conducted in order to assess racial attitude development among young children aged four through seven. A structured, open-ended interview technique was used. the children responded to the presence of black and white dolls. The findings indicated that the attitudes of the participants in the study were similar or neutral in regard to the test figures (dolls). Moreover, a comparison between the technique employed in this study and the primary technique (closed-ended questions) used in most studied is presented within this article. Open-ended questions allow participants attitude whereas closed-ended questions force respondents to answer in relation to what is already provided.

Method./Power teaching

Lee, C. C. (1992). Empowering young black males. ERIC Counseling and Personnel Services Clearinghouse.

As an educator, researcher and leader in the movement to improve the socialization of young Black males, Dr. Lee has developed an "empowerment model" that incorporates culturally-specific modules to educate and empower young Black males. Each module deals with a specific aspect of the psychosocial development of young Black males and provides excellent guidelines and resources for its implementation. This book has considerable value and applications for teachers and youth workers who are seeking relevant instructional aids and material for young Black males. --Useni Eugene Perkins.

Learning Styles/Method.

Lee, M. J. (1986). The match: Learning styles of black children and microcomputer programming. Journal of Negro Education, 55 (1), 78-90.

The goal of schools is to provide every child with a quality education. Quality education is achieved when the classroom experience and activities are in harmony with each child's experience and learning style. When harmony is achieved, an educational match occurs. This aim is seldom achieved for the black child.

Classroom experiences in the nation's public schools emphasize white middle-class values for the most part. The educational system excludes the experiences of other ethnic groups or projects a demeaning role to their experiences. Also, the learning style of whites is rewarded; the predominant learning style of black children is ignored.

To add to this challenge, the computer has entered the classroom, bringing with it additional complications in achieving an instructional match. The school population in most urban areas is predominantly black. Teachers must be taught how to teach black children and find a solution to the match. It is also imperative that they recognize the needs of black children, and understand and effectively incorporate the new technology into the classroom.

This article suggests changes in the traditional school practices, seeking to achieve a learning match for black children by incorporating meaningful experiences into the classroom curricula from K through 12, training teachers to value black children's relational learning style while continuing to teach using analytical styles, and teaching children relational and analytical reasoning as they program and use computers. Relational learning styles emphasize visual and aural stimuli. Analytical learning styles emphasize the spoken and written word.

Computers enhance proficiency in both styles and facilitate success for all students. Learning via the computer compliments the culturally-based learning style of black children. The computer also increases the level of knowledge for children from other ethnic groups. Classroom computers are a positive tool for the learning and quality of education for all children.

Curriculum (Afro-centric)/ Power Schools

Lee, C. D. (1992). Profile of an independent black institution: African-centered education at work. Journal of Negro Education, 61 (2), 160-177.

This article presents a model of the New Concept Development Center, an independent black institution in Chicago, Illinois. As the oldest institution of its kind, it is asked by other institutions for advice and guidance. The profile can also provide instructive models of development for public schools. African-centered schools can provide needed guidance to parents, students and educators because they are demanding curricula and pedagogy that is more culturally responsive. Urban schools seek to gain more autonomy and form community councils with input from the teaching staff.

The goal of the NCDC is to teach African-American history and culture and raise the self esteem and self concept of its students. The philosophical foundation is based on the reality that African-American culture is directly connected to Africa through shared history, social relationships, belief systems, social practices and collective responses to political and economic realities. An African-centered pedagogy must include all these elements and by grounded on moral propositions, which the author outlines. These propositions translate the belief that every child, regardless of circumstances of race, can learn complex bodies of information, and each child has the moral responsibility to use that knowledge for the support and growth of the family and community. Academic excellence and social responsibility are equal partners in an African-centered pedagogy.

Instituting an African-centered pedagogy requires that teachers are well-grounded in the principles below:

1. The social ethics of African culture as exemplified in the social philosophy of Maat.
2. The history of the African continent and Diaspora.
3. The need for political and community organizing within the African-American community.
4. The positive pedagogical implications of the indigenous language, African-American English.
5. Child development principles that are relevant to the positive and productive growth of African-American children.
6. African contributions in science, mathematics, literature, the arts and societal organization.
7. Teaching techniques that are socially interactive, holistic and positively affective.
8. The need for continuous personal study (and critical thinking).
9. The African principle of reciprocity: that is, a teacher sees his or her future symbiotically linked to the development of students.

A teacher must also be well read in "Black Classic Education," readings for conscientious teachers of African-American youth. These expectations are demanding, but in order for students, parents and teachers to be more than they think possible, teachers must be well-read.

The expectations of an African-centered pedagogy may seem unrealistic for public education. However, African-American students face serious problems which require drastic solutions. The principles of African-centered schools and the pedagogy described are meant to inspire, stimulate and inform others. It is a worthy model that is humane and human.

Psychology (development)

Lee, C. C. (1989). Rural black adolescents.: Psychosocial development in a changing environment. In R. L. Jones (Ed.), Black adolescents, (pp 79-95). Berkeley, CA: Cobb & Henry

Publishers.

(from the chapter) how rural Black adolescents adapt to a challenging environment in their childhood-to-adulthood transition: within this context, this chapter analyzes important aspects of the psychosocial development of Black adolescents in the contemporary rural environment; the basis for the discussion is the idea that human beings live in a reciprocal interaction with their environment: psychosocial development for rural Black adolescents can be better understood by examining factors that impact upon the process by which young people develop a view of self in relation to the world.

Economics/Politics/Schools (general)/Special Education

Lee, V. E.; Brooks-Gunn, J.; Schnur, E. (1988, March). Does Head Start work? A 1-year follow-up comparison of disadvantaged children attending Head Start, no preschool, and other preschool programs. Developmental Psychology, 24 (2), 210-222.

This article examines how successful Project Head Start has been as a preschool program for economically disadvantaged children. Most Head Start evaluations have not controlled for initial differences between Head Start and comparison groups. They have also limited comparisons to those with no preschool experience, rather than considering other preschools as an alternative comparison group. Subjects were 969 disadvantaged children attending Head Start, other preschool, or no preschool in 1969-1970, longitudinally evaluated on a variety of cognitive measures. Large initial group differences were observed between Head Start children and both comparison groups, with those in Head Start at a disadvantage on nearly every demographic and cognitive measure. Adjusting for initial background and cognitive differences, Head Start children showed significantly larger gains on the Preschool Inventory and Motor Inhibition tests than either comparison group, with Black children in Head Start (especially those of below-average initial ability) gaining the most However, despite substantial gains, Head Start children were still behind their peers in terms of absolute cognitive levels after a year in the program. Head Start proved an impressive instrument of short-term change, even compared with other preschool experience. Gains in behaviors other than intelligence suggest that the effects may not be limited to the cognitive domain. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Economics/Politics/Special Education/Schools (general)

Lee, V. E.; Brooks-Gunn, J.; Schnur, E.; Liaw, Fong-ruey. (1991). Are Head Start effects sustained? A longitudinal follow-up comparison of disadvantaged children attending Head Start, no preschool, and other preschool programs. Annual Progress in Child Psychiatry & Child Development, 600-618.

(This reprinted article originally appeared in Child Development. 19909 61(2)9 495-507. The following abstract of the original article appeared in PA, Vol 77:26835.) Investigated the sustained effects into kindergarten and Grade I of Project Head Start for 646 disadvantaged Black children. Participation in generic Head Start programs was compared to both no preschool and other preschool experience for disadvantaged children. Both preprogram background and cognitive differences were controlled in a covariance analysis design, using the following outcome measures: verbal achievement, perceptual reasoning, and teacher-rated social competence. Subjects who attended Head Start maintained educationally substantive gains in general cognitive/analytic ability, especially when compared to Subjects without preschool experience. These effects were not as large as those found immediately following the Head Start intervention. Findings suggest an effect of preschool rather than of Head Start per se. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Curriculum/Psychology (identity)

Lee, C.D., Lomotey, K. & Shujaa, M. (1990). How shall we sing our sacred song in a strange land? The dilemma of double consciousness and the complexities of an African-Centered pedagogy. Journal of Education, 172 (2), 45-61.

The authors maintain that there is a need for an African-centered pedagogy to bolster resistance to the theories of human learning and development generated by Western educational researchers who have hailed their conclusions and observation of white, middle-class subjects as universal norms. Lee, Lomotey, and Shujaa also illustrate the necessity of an African-centered pedagogy in producing an education contributing to Africans' achievement of cultural pride, continuity, equality, power, and wealth.

An outline of the characteristics of an effective, culturally specific, pedagogical practices is given. Some attributes include: promoting positive social relationships, presenting a worldview, that "idealizes a positive, self-sufficient future" for one's group, and drawing from productive community and cultural practices. Also, the authors offer a summary of principles that guide the successful implementation an African-centered pedagogy and are fundamental to its liberating objectives.

The article advocates a significant comprehensive African-centered pedagogy that demands teachers who are well grounded in the following principles: 1) social ethics of the African American culture; 2) history of the African continent; 3) positive pedagogical implications of the indigenous language; 4) child development principles that are relative to the positive productive growth of African American children; 5) and teaching techniques that are socially interactive, holistic and positively affective.

Power Teaching/Psychology/Sociology

Lee, C.C. (1985). Successful rural black adolescents: A psychosocial profile. Adolescence, 20

(77), 129-139.

Blacks in rural areas have special education problems due to situational factors. The purpose of this study was to "investigate important psychological and social variable associated with the educational development of black adolescents..." (page 130).

Sixty-eight students answered questions concerning their: home and family life, feelings and perceptions about school, significant others in their lives, their interests and activities, plans for the future, personal attitudes and values, and self-perceptions.

There are certain variables related to academic and social success. The following is a summary of these variables:

1. close and supportive family networks with strong directions from parents.
2. highly developed social network outside of family
3. strong identification with positive role models
4. active participation in school and church activities with limited activity in community activities
5. positive educational experiences with school providing the major social outlet.
6. strong future orientation based on realism
7. high educational and occupational goals and expectations
8. moderate to highly conservative moral attitudes
9. strong religious convictions
10. positive but realistic view of self with the ability to accept responsibility for self and behavior, the ability to both lead and follow, and an internal locus of control
11. well developed, though somewhat limited interests
12. limited degree of black consciousness
13. well-developed views on the nature of success

It is important to consider the relationship between self-concept, self-esteem, etc. and academic achievement. If a student does not feel good about him/herself and then these feelings are reinforced by teachers who do not care and who are disrespectful, how will our children ever learn?

Methodology (counseling)/Psychology

Lee, C.C. & Simmons, S. (1988). A comprehensive life-planning model for black adolescents. The School Counselor, 36, 5-9.

The authors describe life-planning as the setting of "post-secondary goals in the areas of education, career, and marriage and family life and developing plans to achieve them" (page 6). Though the purpose of this program was not necessarily to directly influence student's academic achievement with some newly developed curriculum, that is what I believe would be an indirect results.

This article describes a high school intervention that is based upon three components: the classroom guidance model, the counseling module, and the consultation module.

Each component of the program has a goal and tactics that can be used to achieve these goals. They explain the purpose of using things such as Black art (music, films, plays, etc.), group sessions, peer leaders, and parental involvement to achieve success not only in school, but also in life.

Learning Styles/Method. (literacy)/Literature

Lee, Carol D. (1981). Big picture talkers/Words walking without masters: the instructional implications of ethnic voices for an expanded literacy. Journal of Negro Education, 60, 3, 291 - 301.

This article focuses on literacy practices for the appropriate knowledge of human and social relationships. Through an African-American literature-based curriculum, schools can draw on routine practices in their cultural life to assist them in constructing concepts of knowledge within the community and family context. She advocates the inclusion of African American literature in schools because of the positive self-esteem that black youths can gain from reading such literature. She feels that African American literature can build skills of knowledge and analysis that most American schools miss.

Lee contends that literature is a powerful source of school study that requires at least two categories of knowledge. The first, is social knowledge regarding human relationships, the motivation of people in particular circumstances and their relationship between human goals and actions. The second, is the knowledge of literary conventions operating within the text. She feels that though African American literature we can help our students understand the cultural codes, use cognitive, social and linguistic knowledge to inform and broaden their scope of knowledge.

Media/Literature

Lee, Spike. (1991). Intro Five for Five: The Films of Spike Lee. NY: Stewart, Tabori and Chang, Inc.

For one who appreciates behind-the scenes looks or The Making of...,this book is an excellent combination of that (with its vast amount of picture on location of all five films) and its more analytical essays by leaders in their fields. There is a brief introduction section with commentary by Melvin Van Peebles, Spike himself and his brother David Lee who was the photographer.

Terry McMillan's piece entitled "Thoughts on She's Gotta Have It" tells the story of her anticipation to see the film and her experience in the movie house from opening scenes to the rolling credits. Although Spike will always face criticism for his depiction of female characters, McMillan praises him for delving into character types where no one in Hollywood had gone before and gives him an A for effort in the midst of her critical comments. After all, she did like the film.

Toni Cade Bambara explores the issues Spike attempts to expose in School Daze. Themes such as class conflict, hair and skin color preferences, economics of black colleges, student politics, pledging and male-female relationships are all touched on in this film. Barbara attempts to make meaning of it all in her essay.

Nelson George gives us an overview of the streets of Brooklyn that help place "Do the Right Thing" in the context of the city in which it was shot and set. Charles Johnson offers one meaning of "Mo' Better Blues" in his essay that focuses on an understanding of "The New Negro" (a Harlem Renaissance phenomenon) and cultural nationalism as a way to understand Lee's message of frustration and self-determination.

Lastly, Henry Louis Gates, Jr. gives his views of Jungle Fever and its ability to tell the story of stereotypes, prejudices and various forms of racism and classism that have their own share of impact on interracial as well as intraracial male/female relationships.

Sociology

Lefkowitz, B. (1987). Tough change, growing up on your own in America. Free Press.

A loosely organized commentary on how some youth survive in the street institution, and the failure of formal institutions to rescue them from their plight. As a result of this failure an alarming number of youth are raising themselves. Although the author does not single out Black youth, we can assume with some reliability that a disproportionate number of these youth are Black. --Usene Eugene Perkins.

Racism & oppression/Politics

Lelyveld, J. (1985). Move your shadow: South Africa, black and white. New York: New York Times.

Lelyveld, an exiled South African journalist, recounts his various discoveries about the insidiousness of apartheid, when he is allowed to return to his homeland. The author illustrates white Afrikaner's indifference to black Africans when he accidentally hospitalizes a black man who then disappears, and he discovers no official report was ever filed. He reveals the tactics used by the apartheid government to stop widescale black rebellion, specifically the arresting, torturing, and terrorizing of young radicals. In the chapter dealing with the 1962 Sharpeville massacre, Lelyveld uncovers a startling truth: that non-violent resistance only works if the regime has a conscience, and the protesters are totally committed to their goals. In Sharpeville, this was not the case, because the police simply opened fire on several nonviolent protesters and hunted down the survivors.

Methodology & Pedagogy

LeMoine, Norma. Educating The African American child: Focus on literacy acquisition Paper.

LeMoine addresses the American educational system's inability to effectively educate African American students. LeMoine suggest that culture plays a vital role in the education of African Americans, because of its social and linguistical influences. Furthermore, LeMoine continues by stating that this educational system will continue to fail unless it provides teachers that are: culturally sensitive, have high expectations for student success, trained in techniques and methodologies that will allow them to bridge the language and literacy experiences students bring to school (LeMoine). LeMoine provides an outline of an ideal low risk classroom environment which includes: A Classroom Library, Reading/Writing Center, and Message Board. LeMoine also provides instructional strategies for teachers as well as the teacher's role, student's role, and the active role of parental evolvement which are collectively crucial to the literacy of the student.

Method./Power Teaching

Levine, D. U. (1994). Instructional approaches and interventions that can improve the academic performance of African American students. Journal of Negro Education, 63(1), 46-63.

The article is concerned with the disproportionate number of African American students that come from low-income families and their poor performance in the school setting. The author describes interventions, and programs that will be of particularly help for black students. This information is of importance to those educators interested in identifying the needs and improving the academic performance of these students. The article reviews general instructional strategies, and specific intervention programs that are popular, have a strong research bases, and/or appear to show potential.

Even though educators have learned a great deal about how to deliver instruction to low-income black youth, the academic achievement scores are still not being raised by most educational institutions. The author believes that instructional strategies discussed in this article have great potential, but the educators must place more emphasis on improving student comprehension and thinking skills. There is no reason to tolerate low achievement scores, when it is simply a matter of those who teach African children becoming capable and committed teachers.

Sociology/Anthropology

LeVine, R. ., LeVine, S., Leiderman, P. H., Brazelton, T. B., Dixon, S., Richman, ., Keefer, C. H. (1994). Infant care: Cultural norms and interpersonal environment. In Childcare and culture: Lessons from Africa, 143-168. New York: Cambridge University.

This article examines infancy and early childhood in an African community to show that what is considered "normal" child care varies from culture to culture. Comparing the Gusii people of Kenya with American white middle class infants, the authors show how divergent cultural priorities create differing conditions for early childhood development. Gusii mothers have 10 children on average and their focus is on the child's survival during infancy and compliance during early childhood. The authors point out that the first priority of Gusii parents is to provide their infants with the nurturance and protection to survive despite an environment marked by physical hazards, infectious diseases, and seasonal food shortages.

This is valuable reference because it describes in detail how infants are socialized in manner quite different from that of American culture. It also point out that socialization and development can be greatly influenced by very real survival needs.

Sociology

Levine, R. A. (1977) Child rearing is cultural adaption. In P. Leiderman, S. Tulkin, & Anne Rosenfeld, Culture and Infancy: Variations in the Human Experience. New York: Academic Press

This article presents the idea that cultural values shape the environment of infants, and these values vary greatly among various populations. The values function in child rearing is to prepare the child to participate in the system as a positive contributor to the community. These values have less to do with situations related to child care, and more with developing the child to be a contributor to the community. Further, cultural evolution in various human populations produces a structured system of survival for the infant and the child. These strategic systems represent parents response to environmental pressures and how behavior is encoded by customs.

The customs of parenthood develop through the environmental challenges faced by preceding generations. According to the author's research, behavior and responses are learned based on cultural ethos, and behavior that many observers thought to be learned behavior is not.

Power Schools

Levine, D. U. (1990). Update on effective schools: Findings and implications from research and practice. Journal of Negro Education, 59 (4), (Howard University).

A summary of some of the major findings and conclusions that describe the characteristics of unusually effective schools. The emphasis throughout the article is on the analysis and discussion of unusually effective schools as defined in terms of outstanding academic achievement.

Anthropology/Sociology

LeVine, R. A.; Dixon, S.; LeVine, S.; Richman, A.; and others. (1994). Child care and culture: Lessons from Africa. New York: Cambridge University Press.

(from the jacket) "Child Care and Culture" examines parenthood, infancy, and early childhood in an African community, raising provocative questions about "normal" child care. Comparing the Gusii people of Kenya with the American white middle class, the authors show how divergent cultural priorities create differing conditions for early childhood development.... Gusii mothers, who bear 10 children on average, focus on goals of survival during infancy and compliance during early childhood, following a cultural model of maternal behavior for achieving these goals. Their practices are successful in a local context but diverge sharply from those considered normal or optimal in North America and Europe, especially in terms of cognitive stimulation, social engagement, emotional arousal, verbal responsiveness, and emotional support for exploration and conversation. Combining the perspectives of social anthropology, pediatrics, and developmental psychology, the authors demonstrate how child care customs can be responsive to varied socioeconomic, demographic, and cultural conditions without inflicting harm on children.

Schools (general)/Sociology

Levinsky, L.; McAleer, K. (1994). "Listen to us " Young adolescents in urban schools. In A. Gitterman & L. Shulman (Eds.), Mutual aid groups, vulnerable populations, and the life cycle (2nd ed.), (pp 151-162). New York: Columbia University Press.

(from the chapter) describes social work practice with groups of (12-14 yr old 7th grade) females of color in an urban middle school setting; the developmental tasks and stresses of this lifecycle stage are both complicated and impeded by their experiences of vulnerability and oppression in society, in school, in the classroom, in their families, and in their peer groups; six groups, each consisting of approximately ten to twelve girls (met) for eight sessions ... during the school year; despite cultural differences, members' socioeconomic statuses were quite similar with adults being underemployed or unemployed... racism and diversity issues; social relationships, dating, and sexuality; violence.

Anthropology/ Psychology

Levi-Strauss, C. (1966). The savage mind. Chicago: The University of Chicago Press.

Levi-Strauss does a sociological and anthropological study of several communal groups of various "primitive" peoples. He also heavily draws on the evidence and the literary works of other anthropologists to question the inner workings of the savage mind. In Chapter One, Levi-Strauss deals with the abstract thought capability of primitive people. He arrives at the conclusion that abstract thought and richness in language is not a monopoly of civilized languages. Levi-Strauss next deals with the logic of totemic classifications and their significance to the people.

The third chapter focuses on the practico-theoretical logics governing life and thought of so-called primitive societies which are shaped by the insistence on differentiation. In this chapter he concentrates on four Melanesian communal groups and he compares their different types of totemic classification. The fourth chapter allows a greater insight into totem and caste, primarily the exchange of women and food and how they relate to the interlocking of social groups.

It is in the fifth chapter that Levi-Strauss critically looks at his fellow anthropologists' types of classifications of totemic symbols in the past. He asserts the idea that formerly the social scientists only concentrated on one type of classification of all symbols that had totemic significance, i.e. religious. He challenges this opinion by presenting an alternative way to classify categories, species, elements and numbers.

Schools (general)

Levy, F.; Meltsner, A. J., & Wildansky, A. (1974). Urban outcomes: Schools, streets and libraries. Berkeley: University of California Press.

This book concentrates on the government's distribution of goods and services to the citizens of Oakland, CA, and is a comparative report by the Oakland Project. The Oakland Project, a program of the University of California at Berkeley, was begun in 1966 and was comprised of faculty members and graduate students. Their purpose was to find out how such agencies as schools, libraries and streets allocate their outputs among groups in the city, and what makes the allocate its outputs as it does.

Their report provides recommendations on the improvement of policy analysis and the decisions that affect Oakland. The evaluation of Oakland revealed that its policies concerning the schools of Oakland were slanted in favor of the poor and on schools that had a high black population. The policies dealing with the streets favored a better upkeep in affluent neighborhoods, as did the library policies. Children in affluent neighborhoods had access to newer and more varied selection of books. The Project's report was qualified by the fact that it focused on immediate outcomes and not distant impacts.

Sociology/Economics

Lewin, Arthur. (1990). A tale of two classes: The black poor and the black middle class. The Black Scholar, 21, 3, 7-13.

When it comes to research about the AA family, the poor almost always are the focus of concern. To answer the questions of why there are so many indigent AA and how these numbers can be reduced can only be answered by bringing the AA middle class into the picture: the difficulty of attaining and maintaining middle class status in Black America. This article focused on (1) the high birth rate of poor AA, (2) the low birth rate of middle class AA and (3) how Black America's class structure can be expanded and its impoverished sector diminished.

This article is important because it specifies ways to improve the economic status and middle class status of AA and the things needed to support a middle class family style: improved education, inexpensive day care facilities and adoption of the idea that pay scales in traditionally female jobs should be increased and made to resemble more closely pay scales in traditionally male occupations. However, current government policy is hardly aimed at helping the situation.

Psychology (testing)

Lewis, V. E. (1990). Black/white differences in performances on two tests in Piagetian concrete and formal operations. Dissertation Abstracts International 50 (8-B), 3754.

Two pencil and paper tests of Piagetian concrete and formal operations were used to explore differences in performance based on race-gender, and IQ. One hundred twenty 12-, 13-, and 14-year olds from Louisiana and Mississippi schools completed the Inventory of Piaget's Developmental Tasks (IPDT) and the Social Sciences Piagetian Inventory in (SSPI) separate sessions. Subjects were divided into three groups, according to their WISC-R Full Scale IQ score as follows: students with recorded scores above 130 (gifted group), students with recorded scores between 115 and 129 (bright group), and students with recorded IQ scores between 100 and 114 (average group).

These results provide little support for the use of the SSPI and the IPDT with black students, or for their use as a substitute for the WISC-R. However, further research should consider their use during the screening phase of the selection process for the participants in programs for gifted students. --Dissertation Abstracts International.

Health/Psychology (development)

Liaw, F.; Brooks-Gunn, J. (1993, Nov.). Patterns of low-birth-weight children's cognitive development. Developmental Psychology, 29 (6), 1024-1035.

Investigates the developmental patterns of cognitive performance over the 1st 3 yrs in a large sample of Black and White low birthweight (LBW), premature children (N = 762), selected from the Infant Health and Development Program (IHDP). The IHDP is a randomized clinical trial to test the efficacy of education and family support services in reducing the incidence of developmental delay in LBW preterm infants at 8 clinical sites. Developmental patterns are identified by means of cluster analysis on the basis of the intelligence test scores at 12, 24, and 36 MO (connected for gestational age). Five developmental patterns were identified, including (1) high stable, (2) high decline to average, (3) high decline to below average, (4) average decline to below average, and (5) very low stable. Results reveal that these patterns of cognitive development can be discriminated by 3 dimensions: maternal environment, children's neonatal health status, and treatment. Mother's cognitive ability and quality of a child's home environment were also found to be associated with LBW children's developmental patterns. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Schools (general)

Liddell, C., McConville, C. (1994, Jan.). Starting at the bottom: Towards the development of an indigenous school-readiness program for South African children being reared at home. Early Child Development & Care, 97, 1-15.

Evaluated a home intervention program containing a school-readiness kit that was distributed to families in an urban township of South Africa. One child from each of 30 matched pairs of children (mean age 63 MO) was randomly assigned to the experimental condition and the remaining 30 formed the control group. After 6 mo, all Subjects and their primary caregivers were taken to a neutral venue and spent a half-day watching videos, listening to stories, and in free play sessions with toys. Subjects were administered 8 subtests of the McCarthy Scales of Children's Abilities. Both groups of Subjects scored well below the American norms for this age group. The effects of the home intervention program were small to moderate in terms of effect size, without any statistically significant differences between matched pairs of experimental and control group children. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Sociology (family)/Schools (general)

Lightfoot, S. L. (1978). Worlds apart: Relationships between families and schools. New York: Basic Books.

Lightfoot does a comparative analysis between child development and school interactions. She focuses on ethnographic (primarily black) social networks formed against the backdrop of working-class communities and exposes intergenerational hostility. In her chapter on mothers and teachers, she backs her claim that maternal neglect or familial incompetence has a negative impact on child development. This forces the male, from a sociocultural point of view, to struggle for his own identity even harder and with much more destructive consequences, given the gender of the teachers.

The third chapter, the voices of two teachers, evaluates the school as a preparatory, transitional agent. Lightfoot feels that there are many sociocultural reasons why schools are not fulfilling their charters, especially in terms of urban education. She also highlights the adversarial relationship between parents and children that is fostered by American society. This relationship has several cross-cultural components. The largest chapter of the book is devoted to black dreams and closed doors, or the struggle of black people in America for equality through academic excellence. The value that lower-class black children place on society, school and learning is analyzed and critically scrutinized. She suggests certain revisions of public policy to correct the oversights in the educational system that lead the education and attitudes of black and white children to be "worlds apart."

Sociology (family)

Littlejohn-Blake, S.M. & Darling, C.A. (1993). Understanding the strengths of African-American families. Journal of Black Studies, 23: 460-471.

This is an overview article outlining the characteristics found in strong Black families. Instead of labeling these strengths as inherent to **all** African-American families, the author defines these traits as unique of those that foster a healthy sense of self-esteem in their children, and have an overall sense of empowerment. This perspective is a little different than other works, because it presents information in such a way that allows for the identification of areas that might be expanded in those families connected to a professional helping system due to some difficulty.

Much of the information reflects an increasing understanding of the African-American family in a normative context. Strengths mentioned here (and by any others) include, egalitarian role sharing, extended kin networks that provide reciprocal emotional and financial support, internalized sense of spirituality (that may or may not be tied to formal religion), elasticity in structure (informal adoption is an example), and embracing cultural heritage and pride. The author cites research that supports the existence of these factors in "strong" African-American families.

The authors also briefly discuss the nature of research in this area. Only 17% of articles The Journal of Marriage and Family were related to African-American families, for 1980 to 1990, and only 15% of empirical studies of such studies involved research using only African-American respondents. The writers also question the validity of data gathered by persons of different race, particularly in survey work, due to inherent biases of the interviewer and decreased self disclosure by the respondent. Additionally, quantitative data fails to capture the richness of African-American family (and other populations as well), therefore the author recommend a shift to qualitative techniques.

This article gives a slightly different slant to the literature already out there due to it's assertion that African-American families with strengths may look different that those who are struggling, which resulted in its inclusion here. This has long been fa focus in family research for European populations. The areas that helping professionals may target for change are subsequently different for each culturally diverse population. This perspective differs from the traditional view in family therapy that healthy families all look the same or have the same strengths, no matter what cultural orientation. An example is the Bowenian notion that fosters differentiation and individualism in families that are pathologically "enmeshed". This would be conflictual with the sense of community and interdependence often found in African-American families.

General/ Sociology

Lloyd, G. R. (1992). The plight of black males in America: The agony and the ecstasy - A Summary Content. Negro Educational Review, 43 (1-2).

Lloyd investigates the causal factors which have led to the current plight of black males in America. Lloyd uses empirical data to support his contention that structural changes in the U.S. economy have has deleteriously disproportionate impact upon black males in American society.

Anthropology/Sociology/Politics/Economics/History

Lloyd, P.C. (1967). Africa in social change: Changing traditional societies in the modern world. Baltimore: Penguin Books.

Lloyd, a noted social scientist, writes about the contemporary, social issues which faced Africa. He records, for example, the heritage of Africa: that is, former kingdoms and others. Lloyd discusses, for instance, "The Impact of the West." In this chapter, the reader discovers issues which travailed Africa such as "Colonial Rule" or "Early Contacts." In both section, Lloyd points to the beginning of European domination over Africans. However, Lloyd later examines African nationalism, a political idealism which asserts, in this case, that Africans ought to reclaim their heritage. The author also explores religion, family, political parties. Urban associations as well as other institutions which helped to transform Africa. Throughout the book, Lloyd develops Africa as a society [broadly speaking] advancing from a tribal society to modern state directed economics....".

Sociology (family)/ Psychology (development)

Lo, Kuo-Ying. (1987). Family environment and intellectual development: Structural modeling and comparisons of structural differences for racial and age groups. Dissertation Abstracts International, 47 (9-A), 3372.

The study seeks to understand the extent to which family environments influence children's intellectual development indirectly through their school attidue and need for intellectual achievement. It also asks whether the relationships are different racial-ethnic or age groups. Techniques of structural equations modeling were applied to establish a causal model for a well-defined data pool. Then the structures for various subgroups (three racial-ethnic groups and three age groups) were compared, using the computer program LISREL.

The results suggested that significant effects of children's need for intellectual achievement on IQ scores exist, whereas children's school attitudes are more likely to be a result rather than a cause of academic performance. Father's vocation and levels of parents' education were found most predictive for all subgroups, but their predictive power differed for different racial subgroups on IQ, achievement, and need for intellectual achievement. Black children tended to be least influenced by their family background on every aspect. --Dissertation Abstracts International.

Psychology/ Health

Lobel, M. (1980). Prenatal contributors to adverse birth outcomes: Applying a bio-psycho-social model. Dissertation Abstracts International, 50 (11-B), 5379.

Medical research into causes of adverse birth outcomes suggests that biomedical factors are not sufficient to account for the prevalence of low birth-weight, pre-term delivery, and other birth complications. From separate research there is inconsistent evidence about contributing prenatal psycho-social conditions. For the present study, a powerful biopsychosocial model of adverse birth outcomes was developed and tested with structural equations modeling procedures. Subjects were 130 disadvantaged, predominantly Latino and Black women receiving prenatal care at a public clinic. Interviews comprised of standard instruments were conducted repeatedly throughout pregnancy in English and Spanish by trained interviewers.

Low birth-weight was the best predicted outcome, with 39 percent of its variance accounted for. The results provide some of the most methodologically rigorous evidence to date that stress can adversely effect the outcome of pregnancy and demonstrate that birth outcomes as differentially sensitive to psychological and medical influences. Implications for the development of biopsycosocial models of health, for future pregnancy research, and for health care provision are discussed.--Dissertation Abstracts International.

Curriculum/Power Schools/Schools (administration)

Lomotey, K. (1992). Independent black institutions: African-Centered education models. Journal of Education, 61 (4), 455 - 462.

Lomotey defines the African-centered education and reviews the history and philosophy of the Independent Black Institution (IBI). He maintains that academic achievement of the African American students has deteriorated over the past twenty years and that there are great benefits being made for African American students through an Afro-centered curricula.

The African-centered approach has been the foundation of the IBIs with three major components: 1) familyhood and the emphasis on creating a family-like atmosphere; 2) a value system which puts forth a set of values called Nguzo Sabo (the seven principles of blackness); and 3) Pan-African Nationalism which contends that the mainstream system of educating African American students is inappropriate. Lomotey recommends the IBIs model as a successful one to provide inspiration for parents and teachers in the public schools, because IBIs demonstrate that African Americans can effectively educate their own children, illustrates African American development and financial independence and provides a training ground for tomorrows African American leaders.

Lomotey maintains that much dialogue and discussion is needed about African-centered curricula (Kofi 1992). Lomotey feels that this is necessary for the quality of education afforded to African-American children is to be improved and the ultimate survival of the African-American community ensure (Lomotey 1992). Nevertheless, he states that educators must do all they can to ensure that increased emphasis is placed on the contributions of people of African descent in the American school curriculum. However, Lomotey maintains that in order to facilitate this, teachers should be compensated for producing, sharing and teaching this important information (Lomotey 1992). Lomotey continues to add that by infusing the curriculum with African-centered cultural content, school can provide an opportunity for all students to accept and acknowledge their own dignity and worth and that of others. Moreover, Lomotey suggest that such curricular innovations aid schools in affirming the differences that children from various cultural groups bring to school (Lomotey 1992).

Power Teaching/Schools (administration)

Lomotey, K. (1989). African-American principals: School leadership and success. New York: Greenwood Press.

In this book Lomotey examines the relationship between the leadership attributed of African-American principals and African-American student achievement in successful California, African-American elementary schools. From his study, Lomotey identified a particular leadership style common to the three principals whose third and sixth grade students made superior scores on the California Assessment Program test. Aspects of the principal's leadership style include goal-setting and development, managing students' energy, facilitating communication, and managing instruction strategies. Of primary concern to the author were those leadership aspects that affected students' academic achievement. The results obtained from interviews with teachers and principals, observation of principals, and teacher questionnaires indicated that African-American principals in these schools shared three traits:

A strong sense of dedication to African-American students' education
A deep general understanding and compassion for their students' well-being and
A genuine confidence in African-American children's capacity and potential to learn.

Schools (adminstration)/Power Teaching

Lomotey, L. (1987). Black principals for black students: Some preliminary observations. Urban Education, 22 (2), 173-181.

Lomotey presents conclusions drawn from the results of his previous exploratory study in which her examined the impact the leadership of black principals have in predominantly black elementary schools on their students' academic achievement. The author speculated that black principals have a positive affect on the achievement performance of black students attending the schools they lead, and that black leaders (principals in particular) lead in a different fashion than their white counterparts. Lomotey emphasizes that culture is the major factor accounting for the significance of black principal's influence on black students' achievement. He contends that it is the culture shared between the principal and students that defines situations, attitudes, values, goals, myths, legends, and patterns of behavior. The author also examines the relationship between black students and black principals in terms of difference in socioeconomic status and in terms of homophily (the concept that people sharing homogeneous beliefs and value systems, education, attributes, etc., relate and communicate more effectively with one another). He also notes that black principals are more likely to foster place a high priority on actively seeking out parental involvement and the participation of other community members in school functions. Lomotey illustrated his speculations with brief commentaries by black principals about the relationship to their students and concludes that additional research is needed in this area of study.

Learning Styles/linguistics

Longstreet, W. S. (1978). Aspects of ethnicity: Understanding differences in pluralistic classrooms. New York: Teachers College Press.

This book is an amalgamation of "biography-social science research finding, classroom management techniques, and a language/communication analysis system." Longstreet argues "a case for heritage ethnicity and scholastic ethnicity and related these to the bureaucracy of the American school." As the author progresses, she treats stereotyping (chapter two: "Ethnicity: What Have We Stumbled Into?)" very specifically and scrutinizes the factors attributed from the idea. In Chapter three, "Aspects of Ethnicity," Longstreet analyzes quite cleverly the dynamics of the verbal and non-verbal behavior of minorities. Chapter five, "Non-verbal Communication," provides the reader with the reality "that the ethnocentric bias of language categorization is so pervasive that dialects are “perceived as either negative or positive, and occupational evaluations based or non-verbal cues are constantly made.” Thus, the vernacular of one person may not suit the teacher who, to some extent, follows the rules of English grammar. In later chapters, Longstreet exposes "that non-verbal cues are powerful in their connotations (chapter six, "Orientation Modes") and that teachers make decisions based on most of that communication." In chapter eight, "Intellectual Modes," the social value patterns are examined in language which "permits immediate application of the background principles imbedded therein." In the continuing chapters, the argument is made for intellectual modes and for conducting action research. Longstreet, in ending, compares, contracts, rejects, accepts and refines much of widely used literature relating to ethnicity and relating to schooling.

Literature/Method.

Lott, S. W., Ed. (1993). Global perspectives on teaching literature: Shared visions and distinctive visions. Urbana, Illinois: National Council of Teachers.

This book is designed for high school and college teachers who want to incorporate non-Western and other non-traditional text into their literature curriculum. A collection of essays is presented which explore the visions of teachers when they step out of the canon texts and the dominant Western tradition.

Essays that will be of particular interest to teachers and caregivers of African American students include: "Autobiographical Kind: Bringing the Personal Voices of Sean O'Casey and Wole Soyinka to the Literature Classroom"; Mariama Ba's "So Long a Letter"and Alice Walker's "In Search of Our Mother's Gardens. Papers in the section on " The Individual, the Family, and Society" are: "The World Was All Before Them: Coming of Age in Ngugi wa Thiong'o's 'Weep Not, Child." Papers in the section on "Intertextuality and Cultural Identity are: "African American Renderings of Traditional Texts" and "Politics and the Poet in Baraka's 'The Slave.' There is a section on "Approaches to Chinua Achebe's 'Things Fall Apart.' Papers include: "Chinua Achebe: The Bicultural Novel and the Ethics of Reading," "The Center Holds: The Resilience of Ibo Culture 'Things Fall Apart'; and "Approaches to 'Things Fall Apart': A Bibliographic Essay", J. Lott and S. Lott.

Psychology (development)

Love, J. T. (1985, October). Effects of a subsidized day care program for children on school entry skills and selected behavior factors. Dissertation Abstracts International. 46 (4B), 1140.

The primary purpose of the study was to examine the influence of participation in a subsidized day care program for children on school entry skills and selected achievement-related behaviors. The secondary purpose was to examine the continuing effect of program influence during the participants' first year in school. The ex post fact sample of 166 black children from lower socioeconomic backgrounds was divided into two groups: 84 program participants and 72 program eligible non-participants. School entry skills were assessed by the Leon Inventory of Kindergarten Entering Skills (LIKES), the Florida Language Screening System (FLASC) and the recommended student educational strategy placement. The Participant group scored significantly better than the Non-Participant group on all measures of school entry skills and the Key Skills scores.--Dissertation Abstracts International.

Psychology (testing)

Lowe, J. D., Anderson, H. N., Williams, A., Currie, B.B. (1987). Long-term predictive validity of the WPPSI and the WISC--R with Black school children. Personality & Individual Differences, 8 (4), 551-559.

Administered the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) to 169 Black, culturally deprived (Head Start) children prior to their entry into the 1st grade. 94 Subjects were retested 4 yrs later, and 12 yrs later 40 children were tested with the Wechsler Adult Intelligence Scale (WAIS). In addition, the Metropolitan Readiness Test, Wide Range Achievement Test, Iowa Tests of Basic Skills, Children's Achievement Test, and Iowa Tests of Educational Development were administered in the 1st 5th, 8th and 11th grades. Complete grade records were also obtained for Grades 1-11. Correlations for Full Scale IQs on the WPPSI/WISC--R, WPPSI/WAIS--R, and WISC--R/WAIS--R were 0.78,0.73 and 0.78, respectively. Highly significant correlations were obtained between Wechsler IQs and achievement test scores, overall grade point averages (GPAs), and GPAs in particular areas across all grade levels. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Sociology (family)

Luckey, I. (1994, Feb.). African-American elders: The support network for generational kin. Families in Society: The Journal of Contemporary Human Services. 83-88.

This article outlines some of the issues surrounding the caretaking of American-american elderly family members. The role of extended kin helping is specifically addressed, and suggestion are given to the professionals that may work in social service delivery to this population.

Existing research on family patterns of helping is discusses by the authors. In general, the family support network may be considered to be complex and unique. Children, grandchildren, siblings, and friends were all considered to be potential resources to the elderly. The authors present 1989 census data that reflect the trend of second and third generation African-American family members to progress in educational experience, particularly in low-income families. This tendency increases exposure and maneuverability within complicated governmental and institutional assistance programs, which often intimidate and inspire mistrust in elderly Black family members.

The adult child, particularly the daughter, tends to be the primary caregiver, but extended kin typically play supportive roles. While social service agencies tend to facilitate communication between the system, the elderly client, and the primary caregiver, extended kin helpers are often not included in planning and problem-solving. An informal study by the author of social service workers cited confidentiality and agency issues as the contributing factors for this exclusion. In general, it appears that workers have been socialized to include only immediate kin. The author suggests that professionals must shift their perspective to include extended kin support in their assessment and coordination of social and other resources. This may be done by expanding the favored conceptualization of confidentiality include any member of the African-American elderly individual's network. Asking the right questions, and suspending the majority culture assumption that no only nuclear family members should or will be involved in the client's support network are offered as suggestions.

This article elaborates on the complexity and diversity of African-American families, a typical and often ignored strength of this population, therefore it has merit and practical applicability. From a counseling or psychological service perspective, these same ideas are generalizable when working with troubled clients. It is not useful to assume that the African-American client is, or should be, an entity treated separate from his/her support network. It may be core appropriate to include immediate or extended kin in treatment or treatment planning. Historically, we might view this adaptive function of African-American family as pathological "enmeshment" and discourage clients from maximizing their resources.

Politics/Media

Lusane, C. (1993). Rap race and power politics. The Black Scholar, 23 (2), 37-49.

The author defines rap as a political expression of racism, oppression, and regression in this country. Rappers are a threatening voice to the power structure because they will not retreat. Rappers are positive voices of social consciousness on the one hand, but rap music is also an expression of hate, violence, and racism bolstered by a multimillion dollar international white-owned business. Lusane feels that rap needs to confront the contradictions and weakness because these contradictions prevent the music from projecting a liberating paradigm for the future.

The voices of Rap and Hip Hop are angry, and often offensive, but there is a message behind the hostility: They feel unloved, lost, and forgotten by everyone who matters. Freire would describe their voices of discontent as the first stage of critical consciousness. However it is the commercialization of rap that gives it a bad name. The capitalist producers and consumers dominate how we perceive rap music. Communication conglomerates like Time Warner and others benefit greatly from making a commodity out of African resistance. This article points out the necessity of being critically aware of the racial and class paradoxes.

Media/Anthropology/Politics

Lutz, C.A., Collins, J.L. (1993). Reading *National Geographic*. Chicago: University of Chicago Press.

The authors describe how National Geographic positioned itself as a national institution and pseudo scientific publication for white middle-class America. The National Geographic organization started the magazine as a means to cover up the barbaric and embarrassing actions of European colonization and racial issues within this country. The purpose was to present those of European colonization and racial issues within this country. The purpose was to present those of European descent as **loving, humane, gentile** individuals. Beautiful color photographs are in juxtaposition with pictures and stories of an idyllic Asia, Africa, and Latin America. These images "mirror" false views which white America wanted to believe, and not the real life of these societies with its poverty, class conflicts and oppression. These images distorted reality and perpetuated a lie.

A study of National Geographic and its deliberate actions to take images out of historical context is the study of how media is used in this country to destroy the truth about Africans. The authors provide in great detail how these upper middle class men painstakingly and deliberately sought to rewrite culture to serve their own conscious. This is a clear, precise, and mind opening description of how Europeans and their descendent create the measurement of "them " and "us."

Health/Linguistics

Lynch, M. P.; Oller, D. Kimbrough; Steffens, M (1989, Sept.). Development of speech-like vocalizations in a child with congenital absence of cochleas: The case of total deafness. Applied Psycholinguistics, 10 (3), 315-333.

Examined tape recorded utterances of a Black male (aged 27-42 mo during the study) who was born without cochleas, to assess the effect of total deafness on vocalization development Roles played by visual and/or tactual information and the potential influence on the child's vocalization patterns of interaction with speech trainers is discussed. The Subject entered a specialized speech training environment in which oral communication with the assistance of tactual speech devices was emphasized. With information from lipreading and touch available during intensive speech training, the Subject progressed from producing almost exclusively quasiresonant utterances to production of substantial numbers of canonical vocalizations. The Subject received no auditory input, but proceeded to canonical babbling at 29-31 mo. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Literature (criticism)/Media

MacCann, D., & Woodward, G. (1972). The black American in books for children. New Jersey: Scarecrow Press.

Two black child psychologists have collected a series of book reviews and searing critiques focusing on the portrayal of blacks in books. These critiques come from psychologists, journalists, and independent researchers. They felt that one way to alleviate the negative racial attitudes and behavior of white Americans towards black people, and for blacks to have a sense of racial pride, is for the schools and libraries to foster an effective program of intergroup education. Both institutions, in the past, have neglected this and supported the traditional systems of racial relations. Together with the other agents of socialization they have served to initiate and reinforce myths and distortions conjured up to justify white supremacy and its corollary, the inferiority of other ethnic groups in general. Moreover, schools and libraries have given black children negative attitudes of themselves, undermined the foundation of racial pride, and thwarted motivation.

Psychology (self-esteem)

Madhere, S. (1993). Self-esteem of African-American preadolescent: Theoretical and practical consideration. Journal of Negro Education, 60 (1).

In this article, Madhere seeks to explicate how African-American youth are able to maintain what has been clinically documented as relatively high self-esteem, despite environmental factors which actually encourage the opposite. Madhere also provides a critique of the popular defeatist models often utilized in the psychological study and care of African-American adolescents.

Psychology/ Sociology/ General

Madhubuti, H. (1994). Claiming earth. Race, rage, rape, redemption: Blacks seeking a culture of enlightened empowerment. Chicago: Africa World Press.

In this book Madhubuti leads the reader through an autobiographical maze filled with frightening and non-negotiable African-American realities. The author describes some of the adversities African-Americans feel and face within and outside their communities, and offers prescriptive solutions for individual and collective healing. Madhubuti suggests that African Americans examine behavior of the past, and recognize their responses to themselves, their community, their family, and especially their leaders. This is a valuable book for those seeking solutions and encourages all to think, read, meditate, and grow, using innate abilities. The author emphasizes that it is essential that African Americans do more than merely survive, this ethnic group must also generate a means for survival.

Psychology/ Sociology (family)

Madhubuti, H. (1990). Black men: Obsolete, single, dangerous? The African-American family in transition. Chicago: Third World Press.

. . . This book is both disturbing and visionary for while it often paints an ominous picture of Black men, it also shows them how to illuminate their life with hope and renenwal. Fundamental to the book's philosophy is that Black men must first experience an internal awakening before they can effectively deal with their external problems. Mr. Madhubuti is not a prophet, but a message of morality underlies most of his essays. In so doing, he provides us with insights, guidelines and secrets which can help to reaffirm Black men, spiritually and emotionally. The chapter on The S Curve should serve as a paradigm for reshaping the lives of Black men so that they can also shape the lives of Black boys who will ultimately follow in their footsteps. This is to say that Black men become what they are because of what they have been. Until we improve the lives of Black male youth we will continue to see Black men emotionally paralyzed and physically debilitated. A careful reading of this book will reveal many potential programmatic resources for young Black males. These resources address most of the problesm they face, and when properly applied can contribute immeasurably to their social development. As in most of Mr. Madhubuti's works, he provides us with extensive references and a bibliography to help us further our knowledge about the status of Black males. --Useni Eugene Perkins.

History/Politics

Madhubuti, H. R., & Maulana, K. (Eds.). (1995). Million Man March/Day of absence, a commemorative anthology. Third World Press and University of Sankore Press.

On October 16, 1995 one of the most memorable events in the history of Black America took place in Washington, D.C. The brainchild of Minister Louis Farrakhan, the event achieved and exceeded its goals and apsirations. Organized by a broad cross-section of Black leaders and organizations, the March's central theme of Redemption and Atonement has had a profoundly spiritual effect on many Black men.

This well-conceived and judiciously edited anthology captures the major highlights of this historic event, and should serve as an indelible reminder that Black men have the uncompromising capacity to reclaim our greatness and rebuild our families and communities to best serve future generations. --Useni Eugene Perkins.

Philosophy (Afrocentrism)/ Curriculum

Madhubuti, H., & Madhubuti, S. (1994). African-centered education. Chicago: Third World Press.

In the first section, Haki Madhubuti discusses the failure of the nation's public schools in educating black children. The structure is not African-child centered, and promotes the philosophy of Eurocentrism, which disrespects the value of the black child's experience.

African Americans have historically always made attempts to educate their children as they sought educational and political equality. These efforts were accomplished through their own schools and the black church. The black community never wanted integration. The goal was to operate on a level playing field, with equal resources to prepare their children for success in society.

The lack of responsiveness of the nation's public school system gave rise to the Independent Black School Movement. This movement's major effort is to provide the type of education that black children need. A critical examination of the state of black education must ask the following questions:

1. Is anything more important than the education of black children, should it be culture specific, and who is responsible for the education: family, state, community?
2. Historically, education for black children has been used politically against them. Will African-centered education inform black children of these realities.
3. We know that Euro-Western education presents itself as universal. Will African-centered education present a new pedagogy based on the same western framework?
4. Education is value based. Will African-centered education encourage the black child to function effectively on a world level and seek to promote cooperation with others in their own community?

Black children must be able to function and excel in the society in which they live. At the same time, it is critical that African (black) persons must center themselves in the culture of their people.

All education must lead to a deep understanding and appreciation of oneself, one's people, history and culture. Then one can be a whole participant in the larger society. Further, black students must understand the political, economic, technological and racial realities that black people confront locally and globally.

The second section discusses African-centered pedagogy. Black children need an African-centered pedagogy because racism and worldwide European hegemony are widely in effect today and continue to have a negative effect on African (black) children. An African-centered pedagogy is also needed because it emphasizes and fosters moral values grounded in historical practices of African people. African people have always believed in the divinity of man, and that man is both human and spiritual. This philosophy is based on moral values and ethics that emphasize respect for the individual, community, nature, and the belief in a high power in the universe.

There are problems in any attempt to construct an African-centered pedagogy in the existing educational system. In an atmosphere calling for multicultural education, promoting an African-centered approach causes tensions. It is a delicate issue. Those seeking to institute this theory of learning must confront the complexities and determine how it fits into the American system.

Power Teaching/Method

Mahiri, J. (1994). African American males and learning: What discourse in sports offers schooling. Theme issue: Alternative visions of schooling: Success stories in minority settings. Anthropology & Education Quarterly, 25 (3), 364-375.

Language usage of 10-12 year old school children participating in a basketball program in a neighborhood-based organization is studied and compared to features involved in classroom discourse. The investigation specifically addresses a key communicative event, defined by the author as the "coaches circle," where significant verbal exchanges between children and adults occur. Coach-player interactions are contextualized in the mentoring perspective of the program's coaches council. Implications are drawn for extending the teacher-as-coach school reform model, based on considerations of language development and learning in this community sports setting.

Psychology /Sociology

Majors, R., & Billion, J. (1992). Cool pose: The dilemmas of black manhood in America. New York: Lexington Books.

"Cool posing" is the ritualized expression of masculinity involving behavior, speech, and physical and emotional posturing that suggests distance, irony, and superiority over others. In introducing this book, the authors addressed very candidly the prevalence of racism and discrimination in the United States, and the historical implications of these injustices. The authors suggest that being male and black has meant quite a number of things over the years, among them being psychologically castrated, meaning that they were rendered impotent in the economic, political and social arenas that whites have dominated throughout history.

The literature describes how many African American males have adopted a cool masculinity personality as a way of surviving in a society which has been restrictive at best. Throughout the book, the authors demonstrate how black males use this cool behavior to help tip the scales of injustice in their favor, explaining that this cool pose is only one of many survival strategies that black males employ in American society. Cool pose, according to the authors, works to keep whites off balance and puzzled about the black man's true feelings.

"Provides a cultural analysis of why Black males often assume a position of indifference and show unabated feelings in coping with racism and social inequities. Authors trace this type of posturing to African traditions and postulate that while it serves as a "coping strategy" it also inhibits some Black men from allowing their true feelings to be expressed."--Useni Eugene Perkins.

Health(substance abuse)/Linguistics

Malakoff, M. E., Mayes, L. C., & Schottenfeld, R. S. (1994). Language abilities of preschool-age children living with cocaine-using mothers. American Journal on Addictions, 3 (4), 346-354.

Language abilities were assessed in 21 preschool-age children (aged 29-70 months) from a day-care center affiliated with a drug treatment program for pregnant and postpartum cocaine-dependent women. All children were living with a cocaine-dependent mother, and 60% had also been exposed to cocaine prenatally. All children were African-American. Sixty percent of the children showed serious language delays, and the severity of delay was greater for older children. Only 3 of the 21 children showed minimal to no language delay. In contrast to the expected pattern of language comprehension preceding language production, children in this sample showed more impairment in receptive than in expressive skills. The severity of language impairment was not associated with prenatal cocaine exposure.

Method (early childhood)/Learning styles

Mallory, B. L. & New, Rebecca S., Eds. (1994). Diversity and developmentally appropriate practices: Challenges for early childhood education. Teachers College Press: New York.

The theme of this book is the current appropriateness of early childhood education practices. The editors consider the role of the teacher to be overly narrow regarding cultural and developmental diversity. The chapters provide discussions on diversity, inclusion, and what the authors consider to be appropriate early educational practices.

The introduction discusses the ethics of inclusion. Every child has the right to learn. Teachers have a responsibility to instruct with the idea that all children can learn, and knowledge and respect for their culture is the necessary element that will allow this to occur.

The remainder of the book covers issues that will assist early childhood teachers in developing sensitivity, and appropriate practices and learning how to redefine and design classroom instruction that will meet the needs of all children.

Linguistics

Mallory, Y., & Chapman, D. (1978). Sequential features of Black child language. Language, Speech and Hearing Services in the Schools, 9 (4), 204-209.

Spontaneous speech in 18-36 month old black children were investigated using Brown's (1973) semantic relations to identify the existence of certain distinctive black English (BE) features. Results indicate that the sequential acquisition of the specific semantic relations by the black preschoolers was more or less equivalent to that of white children, with one exception: the absence of the semantic category of recurrence. Three BE features are presented to help explain for this marked difference in semantics.

Literature

Maraire, N. J. (1996). Zenzele: A letter for my daughter. New York: Crown Publishers, Inc.

> ***"We do not want our children to grow up thinking that the city is all there is, as if we sprang up from cement sidewalks and towering high-rises. The city is such a small part of African life; it leaves out so much. Chalowa may look like a dry, dull village to you now, but in our day it was magical."***

Zenzele is a series of letters written by a mother, Shiri, to her daughter who is about to leave Zimbabwe, South Africa for college in America. Through loving letters, Shiri weaves all her wisdom, gathered through the years. We read about Shiri's youth during the final days of colonialism in Rhodesia (Zimbabwe's name before independence), the fight for independence and how her sister and husband played primary roles as revolutionaries, and postwar Zimbabwe with the conflicts and contradictions of balancing traditional values with Western influences. Shiri admonishes her daughter not to forget her homeland, her roots, and her culture as she faces the different values of the Western world.

The experience of Africans who live under Western influence is the same whether they live in Africa or throughout the diaspora. Subjected to a popular culture that promotes distorted images, information, and ideals about their African culture, Western values easily confuse Africans who are without culturally sound personal concepts. Zenzele provides a glimpse of traditional values in the African community before and during the colonization. The challenges are not unlike those of African Americans. Shiri, gives us vivid descriptions of African culture and life, and shows us the value of appreciating one's own culture. Respect and psychological stability means giving the child continued reinforcement of cultural experiences by the family and the community. In particular, Shiri seemed to believe that the immediate family is pivotal to socializing and educating the child, providing experiences that will develop self-appreciation and ethnic pride. Zenzele is believable and salient to the purpose of seeking realistic ways to teach and socialize the African child. This book is both a beautifully written story, and a celebration of cultural pride and knowingness.

Psychology(identity)/ Methodology

Marchant, G. (1991). A profile of motivation, self-perception and achievement in black urban students. Urban Review, 23, 83-99.

In this study the author investigated academic achievement using two sets of self-perception reports, and domains such as school competency, social acceptance, athletic competence, physical appearance and behavioral conduct were measured. Surprisingly, the author found that a higher self perception of school ability correlated with lower social self-perception. The measures utilized also indicated social acceptance and vocabulary achievement to be negatively correlated in black urban students. However, problems in methodology arise when test bias is considered, such as the adequacy of a cultural inclusion in standardization of the measure of vocabulary achievement.

Psychology(development)/ Sociology/ Learning Styles

Marcon, R. A. (1993). Socioemotional versus academic emphasis: Impact on kindergartners' development and achievement. Special issue: Enhancing young children's lives. Early Child Development and Care, 96, 81-91.

Assessed the differential effects of academically-focused vs socioemotional kindergartens for a range of developmental domains and early skills acquisition in 2 cohorts of inner-city kindergartners. The sample of 307 children (mean age 70.4 months) was 94% African American, with 75% qualifying for subsidized lunch programs and 57% living in single-parent homes. Results indicate a detrimental impact of an overly academic kindergarten emphasis on young boys' development and school achievement. Although girls were found to be developmentally more ready than boys for academic experiences, they actually achieved greater mastery of basic skills when enrolled in kindergartens that valued socioemotional development.

Psychology (development)/ (testing)

Marioan, T. S. (1970, Nov.). An adaptation of the Tasks of Emotional Development (TED) Test for black lower class children, and its relationship to academic achievement. Dissertation Abstracts International, 31 (5B), 2997.

This study investigated the extent to which the standard Tasks of Emotional Development (TED) Test projective stimuli and norms are culturally fair. The TED asks children to tell stories to photographs depicting Developmental Tasks though universal in Western culture. These stories are then coded on objective rating scales. This study questioned the justifiability of using the TED's white middle class projective stimuli and norms with black and white lower class children. The sample consisted of 64 lower-class Boston boys of both races from grades four, five, and six, on selected cards of both the standard white middle class TED and the author's black lower class adaptation. Then matched for relatively high IQ and lack of emotionally disturbance, focusing solely on racial and socioeconomic variables. The sample included high and low achievers in order to assess the interaction between race and achievement. The study concluded:

> (a) In general TED responses were not functions of TED Form or of the subjects' race or achievement level.
>
> (b) Achievement as a main effect an interaction with race did yield some significant TED score differences.
>
> (c) The class fairness of the TED stimuli needs to be researched further, since the sample's black children responded with significantly higher mastery Perceptions to the black-Trust card compared with their lower mastery Perceptions to white-Trust.
>
> (d) The class fairness of the TED norms needs to be researched further.
>
> (e) For lower class children the Learning task seems difficult to resolve successfully.
>
> (f) In several results, the white high achievers and black low achievers responded similarly with significantly higher mastery scores, while black high achievers and white low achievers responded similarly with significantly lower mastery scores.
>
> (g) Sensitive establishment of rapport by a white tester can be comparably achieved with children of both races.

The study was limited by questionable representativeness of the sample due to stringent admission criteria; the validity of the testing procedures and information on which sample selection was based; and the modest N of 64. --Dissertation Abstracts International.

Sociology/Psychology (self-concept)

Marshall, S. (May, 1994). The relationship of ethnic-related socialization and ethnic identity to the academic achievement of young African American children attending predominantly white schools: A thesis in Human Development and Family Studies. The Graduate School, College of Health and Human Development. The Pennsylvania State University.

(from the Abstract): "The present research explores the relationship between ethnic-related socialization, ethnic-identity and academic achievement among a sample of African-American school-age children. Specifically, it explores the relationship that ethnic-related socialization and ethnic identity have to academic competence, while considering the relationship of other pertinent variables. It also examines the manner in which the ethnic climate in the school relates to academic outcomes.

In terms of ethnic identity, findings reveal that pro-white/anti-black attitudes decrease as the child's perception of the school environment becomes more negative. These findings demonstrate that as children become more positive about their ethnic group, their perceptions of interethnic interactions in the school become more negative.

. . .

Experimental results show that children exposed to negative ethnic content do not show significantly lower recall when compared to children exposed to positive ethnic information. This finding was interpreted as a demonstrating that negative ethnic content may not adversely impact achievement, unless it is extremely disturbing.

In conclusion, findings are related to previous research in the field of African-American child development. Theoretical implications are drawn about the importance of ethnic identity and ethnic-related socialization in the predominantly white school context. Additionally, validity and reliability of current ethnic identity measures are discussed in light of findings from the current research."

Sociology (family)/ Psychology (identity)/Method.

Marshall, S. (1995). Ethnic socialization of African American children: Implications for parenting, identity development, and academic achievement. Journal of youth adolescence, 24 (4).

This research explores the ethnic socialization among middle-income African-American parents and their children who attend predominantly white schools. Marshall used descriptive data regarding parents' and children's reports of ethnic socialization practices. The author also assessed the relationship between ethnic socialization, ethnic identity and academic achievement using correlational and predictive statistics. The correlation analyses that she used indicated that children's reports of ethnic socialization were significantly related to the encounter stage of ethnic identity. Marshall found that most black parents don't emphasize black pride, which did not even rank in the top five most important things that a child should know. She concludes that this non-emphasis causes a fair amount of psychological problems which, when boosted by poor economic and educational conditions, can cause severe adjustment problems for blacks in this society.

Psychology/ Sociology (family)

Martin, E. & Martin. J. (1978). The black extended family. Chicago: University of Chicago Press.

The authors of this text present empirical research and qualitative information depicting the black extended family as a multigenerational, interdependent kinship system which is welded together by a sense of obligation of relatives; is organized around a "family bases" household; is generally guided by a "dominant family figure"; extends across geographical boundaries to connect family units to as an extended family net work; and has a built-in mutual aid system for the welfare of its members and the maintenance of the family as a whole. This literary source also gives a thorough investigation and summary of the black family unit and its function as it involves the extended family.

History

Martin, T. (1976). Race first: The ideological and organizational struggles of Marcus Garvey and the UNIA. Dover, MA: The Majority Press.

This book is number eight of a series of nine published works in the series, The New Marcus Garvey Library, which Dr. Tony Martin created in order to celebrate Marcus Mosiah Garvey, his life, philosophy, organization, businesses and struggles. As Dr. Martin says, "This study attempts to treat Marcus Garvey and the Universal Negro Improvement Association (UNIA) with the seriousness and respect which they deserve."

The book begins with a brief biographical sketch of Mr. Garvey. Dr. Martin devotes the following chapters to aspects of Mr. Garvey's ideology, to his business ventures and then to opponents to his beliefs and practices.

There are numerous footnotes which are cited at the end of each chapter. Dr. Martin's sources are mostly primary and he provides a detailed account of a great African-Jamaican-American man that all Africans throughout the Diaspora, especially in America, should be familiar with.

Dr. Martin provides a thirteen page appendix that reveals the vastness of the membership and influence of the UNIA, and he gives a bibliography which is unmatched for sources pertaining to Mr. Garvey.

Marcus Mosiah Garvey should be as widely known and celebrated as Dr. Martin Luther King, Jr., W. E. B. DuBois and Malcolm X, to name a few. Dr. Martin created his "library" in order to education African Americans about a great leader where the mainstream history has failed to do so. He provides the reader with a thorough history and teaches that Marcus Garvey was more complex than his famous slogan "Africa for the Africans" suggests, and that his "Back to Africa" campaign was a spiritual and mental one as well as physical.

Psychology/Sociology (family)

Mason, C., Cauce, A., Gonzales, N., & Hiraga, Y. (1994). Adolescent problem behavior: The effect of peers and the moderating role of father absence and the mother-child relationship. American Journal of Community Psychology, 22 (6), 723-743.

Examined the effect of peer problem behavior (PB), the absence of a father in the home, and the mother-adolescent relationship as predictors of adolescent PB in 112 African-American adolescents (aged 12-14 years). A moderator model (MOM) was compared with a mediational model (MEM), and a cumulative risk model (CRM). The MOM was superior to the alternative models. The MEM predicted that the effect of father absence and the mother-child relationship on adolescent PB would be mediated by peer PB, neither effected peer- or adolescent PB. The CRM did not predict either child or parent reports of PB and was not sensitive to specific contingencies between the predictor variables. The MOM suggested that father absence magnifies the negative impact of peer PB, while a positive mother-adolescent relationship attenuates this risk. A strong mother-adolescent relationship also served to protect adolescents from the risk of peer PB.

Literature (fiction)

Mathis, S. B. (1972). Teacup full of roses. New York: The Viking Press.

Sharon Bell Mathis weaves a beautiful, turbulent and masterful story about an inner-city youth names Joe and hist struggles to get out of the ghetto. Joe had a brother who painted like a master--when he wasn't shooting up with drugs. Joe himself had a very special gift as well. He could tell stories with enough emotion that he could make people laugh or cry--or believe what they needed to believe in order to survive their environment. He had promised Ellie, his girl, that when they were married they would live in a magical place where trouble never came: "in a teacup . . full of roses." For two long years Joe worked full time and sweated out night school for the diploma that was supposed to open doors to college and what he had hoped would be heaven itself. It is then that everything that Joe has worked for brings sorrow and pain.

Psychology (identity)/Sociology (family)

Matthews, G. P. (1976, September). Father-absences and the development of masculine identification in black preschool males. Dissertation Abstracts International 37 (3A), 1458.

The purpose of this study was to compare measures of masculine development supplied by two groups of young black males. One group belonged to intact families, while the second group came from father-absent homes. The rationale on which the study was based supports the following specific hypotheses. (1) Father-present black boys will show on the average a higher degree of male identification than father-absent black boys. (2) Father-absent black boys with surrogate fathers will show a higher degree of male identification than father-absent boys without surrogate fathers. (3) Father-absent black boys without surrogate fathers will show a lower level of male identification than father-present black boys whose mother show affection toward the fathers. (4) Father-absent black boys will show a significantly higher level of dependency than father-present black boys. (5) Father-present black boys whose mothers accept and show affection for the fathers will show a higher level of male identification than father-present black boys whose mothers reject their fathers. The statistical analyses support the follow: (1) Mother's view of the father or her attitude toward other male models is significantly related to the child's sex-role development. (2) Even though the parents of a child may not live together in the same dwelling, the child can have a high degree of sex-role development and identification if he interacts with other male figures or older brothers. The author believes that the findings of the present study also indicate that presence or absence of the father need not be the only determinant of a strong measure of masculine identification.--Dissertation Abstracts International.

Linguistics/Methodology

Mavrogenes, N. A., & Bezruczko, N. (1993). Influences on writing development. Journal of Educational Research, 86 (4), 237-245.

This study evaluated data from a longitudinal study of children at risk (A. J. Reynolds et al, 1991), as part of an ongoing investigation of school adjustment of 1,255 low-income African-American children (from their kindergarten year through Grade 4) in government-funded programs in the Chicago public schools. Sources consisted of teacher questionnaires, parent questionnaires, children questionnaires, standardized test scores, and open-ended answers to 2 questions on students' year 4 questionnaires. Those questions were scored for content, mechanics, and language usage. Subjects evidenced low writing ability; they did not like to write; they did little writing; and what writing they did emphasized mechanics rather than content. On all questionnaires, what consistently and significantly correlated with writing ability were effort, attitude, teacher and student expectations, maturity, motivation, self-confidence, and behavior. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Psychology(identity/development)

Maxime, J. E. (1993). The ethnographic dimension of race: Its mental health and educational implications. Educational & Child Psychology,10 (3), 28-38.

Argues that the area of race has been viewed and studied primarily under a political umbrella and, as a result, the important ethnographic aspect of race, as it is embedded in the child developmental process with its wealth of contributions to the theories of child development, and toward enhancing the skills of child practitioners, has been lost. Topics covered with respect to racial identification include nurture, the self, and behavioral and psycho-dynamic approaches. Highlights from the author's clinical work and 2 case studies (of a 12-yr-old Black male and a 28-yr-old Black female) are presented. Local dialogue about the school as a community resource are described, and the implications for approaches to educational planning are explored.

Linguistics

Mays, L. F. R. (1977). Black children's perception of the use of their dialect. San Francisco: Robert D. Reed and Adam S. Eterovich.

This research seeks to examine four correlates not previously reviewed in similar research on black speech. These areas include an assessment of the child's perception of the language he/she speaks, the child's value judgement of their language, examination of word recognition tasks when viewing dialect and standard orthography, and identification of differences in dialect speech of children on the same grade level, using different reading approaches.

This work has made an important contribution to the body of literature surrounding black language in the educational environment.

Philosophy/ Spirituality/Anthropology

Mbiti, J. S. (1970). African religions and philosophy. New York: Anchor.

This frequently quoted book by Professor Mbiti is an excellent, thorough introduction to African philosophy and religion. It begins with a comparison of early approaches and attitudes and then moves on to current studies. Mbiti explains the differences between African and Western philosophy in fourteen different concepts such as time, space and time, and death and immortality. There is a long discussion on the nature and works of God, God and nature, and the relationship between human beings and creation. On a journey from birth to death, Mbiti takes the reader through the significant moments along the way. For example, puberty and marriage rites.

The book includes topics such as medicine, magic and mystical power, and reminds us that "we didn't take the faith to Africa, but Africa brought it to us!" The author reminds readers of the great African Christian theologians such as Origen, Tertullian and Augustine, and describes that long before the uncivilized natives of Europe were evangelized, religion and philosophy were already a part of the fabric of African society. This is a thought-provoking and insightful source of literature and includes has a useful index of peoples and language at its conclusion

Sociology (family)

McAdoo, H. P. (Ed.). (1988). Black families. Beverly Hills: Sage Publications.

This books is based on a compilation of articles written by authors from numerous disciplines that focus on contemporary African American families. The articles investigate and explore black families and their roles in African American culture, and emphasize the significance of a comprehensive understanding towards cultural diversity. The authors explain that economic, and socialization processes must also be comprehended in analyzing African American families. The book further provides a listing of organizations, such as the Urban League and the NAACP, and serves as a valuable educational resource.

Sociology (family)

McAdoo, H. P. (Ed). (1993). Strength in diversity. Newbury Park, Ca.: Sage Publications.

The book provides an extensive amount of information about ethnic groups in America and how family groups from different ethnic backgrounds view education and the idea of work, and how these views determine their survival in this society.

Five family groups from distinct cultures are reported on, Native American, African Americans, Mexican American & Spanish origin, Muslim American, and Asian American. The chapter topics provide information on socialization, family values and histories, as well as family rituals and practices.

Some of the more important chapters include, "Ethnic Sensitivity for Practitioners" A Practice Model," "Family Ethnicity: A Challenge for the Future," and African American Extended Kin Systems.

Psychology/ Sociology (family)

McAdoo, H. P., & McAdoo, J. (Ed.). (1985). Black children, social, education and parental environments. Sage Publications.

Harriet Pipes McAdoo and John Lewis McAdoo are distinguished scholars who have been long-time advocates of Black children and their families. Also, their research and studies have been widely disseminated in the academic community and constitute a major contribution in the fields of family and child development. This collection of papers edited by them is a testimony to their proclivity for maintaining high academic standards not only for their own works but also the works of others. This book is well edited and represents a significant number of important papers that address problem(s) relevant to Black children. To achieve balance in this book, the co-editors have drawn practitioners and academicians from many disciplines to write about various aspects of Black child development. These writings are assigned to the following five sections: 1) Theoretical frameworks, 2) Social-Economic Environments, 3) Educational Environments, 4) Parental Environments: Racial Socialization, and 5) Internal Environments of Children's Racial Attitudes and Self-Esteem. The co-editors cite that many of the papers in this collection derive from works presented at the Empirical Conference on Black Psychology, an organization that encourages well-researched and scholarly work from its members. Although papers coming from this source will probably not attract a large non-academic readership, they should be of immeasurable interest to social work students, researchers and child care and family practitioners.--Useni Eugene Perkins.

Sociology (Family)

McAdoo, H. P. (1991). Family values and outcomes for children. Journal of Negro Education, 60(3), 361-365.

McAdoo stresses the importance of focusing on the positive aspects of the African-American family. Concentrating on aspects of African culture such as the oral tradition of reciting proverbs allows important cultural aspects to be passed on from one generation to the next. Those who are responsible for the socialization and education of African children must recognize and respect the importance of African culture in the family life of African Americans and incorporate these cultural patterns into the curriculum.

Psychology/Sociology (family)

McAdoo, H. P. (1991). Family values and outcomes for children. Journal of Negro Education, 60 (3), 361-365.

This work is refreshing in that its focus magnifies the positive, rather than negative, outcomes achieved by African American parenting, especially in the area of family values. To study the family values held by African Americans, an examination of positive coping strategies, such as a strong oral tradition of proverbs for the passing on these positive values to subsequent generations, is examined. These proverbs relate to self-esteem and self-sufficiency, a strong work ethic, assertiveness, positive racial attitudes, perseverance, and the mothers role in the family. The article is important because it highlights the importance of passing on African American culture and tradition. A trend of commonality that McAdoo recognized (and focuses upon) among African-American families is the black oral tradition. The oral tradition is shown to be connected to specific coping strategies among African-American families and individuals.

Literature (autobiography)

McCall, N. (1994). Makes me wanna holler: A young black man in America. **City?:** Random House.

Of the many autobiographical books about Black men that are saturating the book industry, Makes Me Wanna Holler is immeasurably better than most of them. Nathan McCall, a journalist with the *Washington Post*, writes about his life as a delinquent youth, criminal inmate, and reformed inmate with a literary skill that not only chronicles his life but does so in a manner that is riveting, compassionate and humorous. His story stands out not because it is so different from other Black men caught in a web of crime and violence, but because it is told so graphically and we can emphasize with its narrator/victim and victimizer.

The fact that Mr. McCall was able to recover from his ordeals and become a successful writer should be an inspiration to other young black males whose feelings of alienation and abandonment often leads them to a life of crime and violence.

Curriculum/Power Schools

McCallum, G., Lerchenmuller, C., & Van Putten, D. (1988). Turning an inner-city school into an effective California distinguished and nationally recognized secondary school.

Journal of Negro Education, 57 (3), 335-345.

In this article, the authors discuss various elements contributing to the success of Audubon Junior High School students. The school has been recognized for achieving excellence in education by the city of Los Angeles, the state of California, and by the U.S. Department of Education. The administrators, faculty and staff share a commitment to instilling high expectations in the students, a commitment to aspiring toward excellence, and devotion to the community. Parental involvement is perceived in a positive light and is considered an integral part of Audubon's success.

Goal-setting is a priority at Audubon with particular emphasis placed on instructional goals. Specific goals presented in the article seek to ensure that (1) all students have the right to a quality education in a safe, supportive environment; (2) all students are motivated to achieve to their maximum potential, and (3), all students are expected to respect themselves as individuals. Special programs for staff development in improving reading and writing instruction are also detailed. Students are provided with remediation programs and ongoing after-school tutoring to enhance their skills. The authors emphasize the importance of recognizing the teachers for their excellence in teaching and the importance of rewarding students for their academic accomplishments as well.

Methodology/ Curriculum

McCarthy, Cameron. (1990). Multicultural education, minority identities, textbooks, and the challenge of curriculum reform. Journal of Education, 172 (2), 118 - 129.

This essay calls attention to the urgent need for rethinking the current privileging of Eurocentric ideas in our contemporary school curriculum. According to the author, emphasis needs to be placed on the diversification education in schools across the United States. The author describes that educators need to recognize that textbooks tend to suppress minority identities and reproduces some of the inequalities that exist in society today.

The article suggest that for multicultural curriculum to be fully realized in schools, the following six initiatives need to be considered: (1) pre-service teacher education programs at the university and college level to incorporate multicultural objectives into their curriculum and field experiences; (2) school districts and school principals must set diversity as an explicit goal; (3) multiculturalism must involve a radical rethinking of the nature of school knowledge; (4) affirmation of minority identities and perspectives; (5) teachers centrally involved in the reworking of the curriculum; and (6) involvement of indigenous and third world scholars and teachers in the textbook industry. The author explains that a fundamental place to begin multicultural education is the school textbook process, and maintains that multiculturalism must involve educational change that addresses the professional needs of the classroom teacher, and the issues of inequity of information access for minorities to an academic curriculum.

Psychology (identity)/Sociology

McCullough, W. R. (1982, August). The development of group identification in black Americans. Dissertation Abstracts International, 43 (2B), 558.

The purposes of this dissertation were to investigate the three subcategories of group identification (In-group Orientation, Group Consciousness, and Outgroup Orientation) and determine the relative degree to which Family Background, Environmental Background, Personal Characteristics and specific Socialization Messages from parents can account for variation in group identification of black adults. Tests of hypotheses were conducted on data collected in the national Survey of Black Americans (NSBA). The analyses of national data from 2100 black respondents revealed virtually the impact of Family Background characteristics upon adult group identification. The most significant effects were due to Environmental Background characteristics and Age, Specific Socialization Messages about what it means to be Black had an important effect upon In-group Orientation and negligible effects upon Group Consciousness and Out-group Orientation. In the multivariate analyses, the system of predictors accounted for only a modest amount of the total variation in each of the three dependent measures. This led to the conclusion that little of adult group identification can be solely and clearly accounted for by the consideration of retrospective accounts of childhood socialization. --Disseration Abstracts International.

Method.

McCray, W. A., Rev. (1986). Reaching and teaching black young adults. Black Light Fellowship.

Rev. McCray understand the need for Black youth to have a strong spiritual foundation to help them overcome the inequities in their environment. The misguided and self-destructive behavior of many Black youth can be attributed, in part, to their lack of a spiritual foundation. This book provides Black youth with such a foundation, and also challenges the Black ministry to become more involved and responsive to their exceptional needs. A scholar of theology and a practitioner, Rev. McCray is able to provide the reader with a wealth of pertinent information and practical lessons that can be applied to Black youth. Regardless of one's religious preference, this book has relevancy for all Black ministers (and parents) and provides them with a reference from which they can use to strengthen their relationship with Black youth. --Useni Eugene Perkins.

Sociology/ Health

McGauhey, P. J., & Starfield, B. (1993). Child health and the social environment of White and Black children. Social Science & Medicine, 36 (7), 867-874.

In this investigation, the authors explored the relationship of social environment to child health status in 8,661 children aged 2-11 years (13.4% of the participants were black, and 86.6% were white). Data was taken from the 1981 National Center for Health Statistics National Health Interview Survey. Results indicate that for both white and black children, mothers who viewed their own health as fair or poor are much more likely to rate their children in poor health. While low family income is a consistent risk factor for poor health among white children, low income alone is not a risk factor for black children. Among black children, other social risks associated with poverty, such as low maternal education and a mother's perception of her own health as poor, increased the risk for poorer health in the child. Low maternal education was a risk factor for school failure in both racial groups.

Curriculum

McHugh, B., Nettles, S., & Gottfredson, G. (1993). Meeting the challenges of multicultural education. Center for Social Organization of Schools Report, Johns Hopkins University, 42: 142.

This paper describes multicultural education (ME), which is intended to address challenges of integrated education in a segregated society; outlines the central themes of ME; and reviews issues involved in the implementation of ME. Central themes of ME include presenting a balanced view of history, fostering student self-esteem, positive inter-group relations, and self-respect among groups, accommodating instruction to individual differences in learning styles, emphasizing multicultural ideals throughout the school organization, and providing all students an equal opportunity to learn. Program components developed to address the 6 challenges of ME include achieving respect and understanding for all groups, gaining community confidence in the school, enhancing students' career and educational aspirations, furthering the academic achievement of all groups, and fostering student psychosocial development (PSYCINFO Database Copyright 1993 American Psychological Assn. all rights reserved).

Psychology/ Sociology(family)

McKenry, P. C., & Fine, M. A. (1993). Parenting following divorce: A comparison of black and white single mothers. Journal of Comparative Family Studies, 14 (1), 99-111.

This author utilizes a "cultural-ecological" framework to explore the possible differences between African-American and white mothers parenting styles subsequent to divorce. From the cultural-ecological perspective, minority groups employ unique and adaptive child-rearing practices, that are a reflection of their different cultural and experiential history. McKenry and Fine challenge the traditional view that divorce results in emotional impairment for parents and children. The majority of research in this area has sampled primarily Caucasian populations, and fails to consider that marriage and two-parent families are not necessarily normative for African-Americans.

Thus the authors stress that this does not infer that alternative family models are pathological, just different.

To further research in the cultural-ecological model, pertaining to black families, the authors, examined information from the National Survey of Families and Households, conducted in 1988. Five areas were considered; parenting behaviors, parenting involvement, parenting expectations, parental satisfaction, and perceived adjustment of children. The data was analyzed using a series of one-factor multivariate analysis of covariance. SES and time since divorce were statistically controlled to minimize contamination, as these two variables have a significant amount of research indicating that they influence responses on the above dependent variables.

Overall the author's concluded that there were more similarities than differences between black and white custodial mothers. Still, some interesting findings were noted. Black mothers had higher expectations for their children is the areas of independence, following parental directive, and controlling their temper. The authors suggest that this may be in response to these mothers feeling as if they needed to prepare their youngsters for dealing with the tough realities society presents. Additionally, black single mothers perceived that their children has a better quality of life than the white mothers, did. McKenry and Fine theorize that this may reflect the cultural acceptance by African-Americans regarding alternative family units. In addition, the perception in black communities that children are valued regardless of achievement or parentage if offered.

This study was exploratory in nature, therefore, results only offer areas for further study. Still, the perspective offered by the author's adds to emerging body of research that focuses on the strengths which are culturally inherent and often ignored or pathologized in regard to African-American family functioning.

Sociology (general/family)/Economics

McLoyd, V. C. (1993). Employment among African-American mothers in dual-earner families: Antecedents and consequences for family life and child development. In J. Frankel (Ed.), The employed mother and the family context (pp 180-226). Focus on women series, Vol. 14, J. Frankel, Ed. New York: Springer Publishing Co.

(from the chapter) presents an integrative summary of what is known about employment among black married mothers, highlighting both recent research and critical gaps in our knowledge base; presents a historical overview of black women's labor force participation; focuses attention on the confluence of factors that have contributed to the tendency of black married mothers to work in disproportionate numbers, compared to white married mothers, and considers the impact of maternal employment in black dual-earner families on mothers' psychological functioning, family life, and children's development.

Sociology (family)/Economics

McLoyd, V. C.; Jayaratne, T. E.; Ceballo, R.; Borquez, J. (1994, April). Unemployment and work interruption among African American single mothers: Effects on parenting and adolescent socioemotional functioning. Special Issue: Children and poverty. Child Development, 65 (2), 562-589.

Used interview data from 241 single African-American mothers and their 7th- and 8th-grade children to test a model of how maternal unemployment and work interruption influence adolescent socioemotional functioning. In general, these economic stressors affected adolescent socioemotional functioning indirectly, through their impact on mothers' psychological functioning and, in turn, parenting behavior and mother-child relations. Depressive symptomatology in mothers predicted more frequent maternal punishment of adolescents. More frequent maternal punishment was associated with increased cognitive distress and depressive symptoms in adolescents. Adolescents who perceived their families as experiencing more severe economic hardship reported higher anxiety, more cognitive distress, and lower self-esteem.

Economics/Sociology (family)

McMiller, W.E.P. (1995). Correlates of marital status among African-American mothers in Chicago neighborhoods of concentrated poverty. Journal of Marriage and the Family, 67, 141-152.

The author explores the factors contributing to the high incidence of separation of childbearing from marriage in impoverished African-American women in a study using data from the U.S. Poverty and Family Life Survey. Some hypotheses regarding the high incidence of single parenthood have been discusses in the family section (ex. disparate gender ratio), and are explored in this study as well. Additionally, the study explores how values regarding marriage, and pregnancy may be intergenerationally transmitted through modeling or perpetuated through "cultural-sharing," i.e. implicitly communicated values that are frequently encountered and not stigmatized in ghetto environments. The exploration of these factors has implications for social policy and suggests a shifts is needed in the conceptualization of single parenthood in isolation from contributing socialization an environmental factors, making this the study relevant to issues relating to African-American children and teens.

Findings indicated that the never-married status is normative among the youngest participants, as is reliance on welfare particularly among residentially isolated participants. The transmission of intergenerational attitudes is inferred from the high percentage of second and third generation single welfare mothers found. In addition "culture sharing" influences previously discusses are theorized to play a role, although numerous other factors, such as the dearth of suitable marriage partners contribute.

Psychology (development)/Linguistics

McNamee, G. D. (1995, May). A Vygotskian perspective on literacy development. Special Issue: Lev S. Vygotsky and contemporary school psychology. School Psychology International, 16 (2): 185-198.

Vygotsky's theory of the sociocultural approach to development is examined in relation to a school-aged child's learning to write in an inner city after-school computer program. Case study material on an 8-yr-old African American girl and the variety of people she interacted with in writing is presented in order to trace how the arrangements of relationships in the activity setting made possible the development of new forms of skills and expertise for her and the adults facilitating her efforts. The case study documents Vygotsky's concept of transformation (1978) as a function of the dynamics in the significant relationships supporting her over time. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Sociology/Psychology (development)/Linguistics

McNeill, D.; McCullough, K.; Tyrone, M. (1994). Nonverbal factors in the interpsychic to intrapsychic internalization of objects. In V. John-Steiner, C. P. Panofsky, L. W. Smith (Eds.), Sociocultural approaches to language and literacy: An interactionist perspective, (pp 147-169). New York: Cambridge University Press.

(from the chapter) (hypothesizes) that the adult's gestures during social interactions with children are an essential part of the communication and thus of the guidance that adults provide, and that the child's gestures are a crucial source of feedback for the adult; these gestures trace for the adult the process of the child's internalization from the interpsychic to the intrapsychic and can reveal to the adult the child's current zone of proximal development--the areas of development that are just opening up to the child and are particularly ready to show learning; to collect data on instructional interactions, we visited suburban middle-class or inner city working-class families with 2-yr-old children other in their homes, at a ...school specializing in inner city African-American families, or at the University of Chicago; (data was collected) at roughly 6-mo intervals during a 2-yr period.

Linguistics

McQueen, A. B. (1980, May). The influence of increased parent-child verbal interaction on the language facility of preschool inner-city black children. Dissertation Abstracts International, 40 (11A), 5719-5720.

The purpose of this study was to examine the effects of varying degrees of mother-child language stimulation activities on three groups of low-income black children and their mothers. The sample included three groups of twenty pre-school children each and the parents of two of the groups. The parents were all on Welfare, from the same neighborhood and their ages ranged from 14-19. Group I:

Parents and children attended a school program. Group II: Children attended pre-school. Group III: Children attended the same pre-school and their parents worked outside the school. The children and their parents received no treatment. The language stimulation for the children and their mothers in Group I and II continued for three months. The Peabody Picture Vocabulary standardized test was administered before and after treatment to all children and Groups I and II Parents. Twelve hypotheses were tested utilizing a one-way analysis of covariance. The hypotheses suggested that the children in Group I would score significantly higher following the treatment on the Peabody and the Cultural Language tests than Group II and III, and that children in Group II would score higher following the treatment, than children in Group III on the same measures. Results indicated that children and mothers in Group I scored significantly higher on all tests. In conclusion, the study's finding indicated children of mothers that received training speak more fluently and have a better command of English.--Dissertation Abstracts International.

Linguistics/Psychology (testing)

Mecham, Merlin J. (1978, April). Performance of certain minority children on the Utah Test of Language Development. Language, Speech & Hearing Services in the Schools, 9 (2), 98-102.

54 native American children from 2 reservations, 62 Spanish-speaking children from central-city areas, and 36 Black children from suburban areas, were given the Utah Test of Language Development (UTLD). In addition, 20 White neighborhood peers of the Spanish-speaking children and 34 White neighborhood peers of the Black children were also given the UTLD. Subjects represented 1-yr CA increments from kindergarten-Grade I. Analyses showed a close similarity in scores of the 3 minority groups and their White neighborhood peers. Item difficulty analysis showed a high degree of similarity in the order of item difficulty on the UTLD across cultures.

Psychology (identity)

Meers, Dale R. (1992, April). Sexual identity in the ghetto. Child & Adolescent Social Work Journal, 9 (2), 99-116.

Presents case studies of a boy and a girl who participated in a 3-yr observational study. The Subjects were nominated for the study by their teachers who judged the Subjects to be "academically retarded" as they entered elementary school. These 2 Subjects lived within extended, 3-generation families that proved to be studies in both group and individual sorrow and psychopathology. The cases demonstrate that while sexual, biological identity begins with genetics and anatomy, culture and family psychopathology can pathologically subvert both. Clinical experience demonstrates the subtle but dynamically tragic processes through which the biases of a dominant white culture become a derogatory, self-fulfilling prophecy when traumatized, ghettoized parents unwittingly or unwisely employ extortion to establish a child's guilt and self-recrimination. (PsycINFO Database Copyright 1992 American Psychological Assn. all rights reserved).

History/Literature (oral autobiography)

Mellon, J. (Ed.). (1988). Bullwhip days: The slaves remember. An oral history. New York: Avon.

An outstanding book of past long and short narratives from former slaves. The long narratives can be about a former slave's experience with witchcraft or his/her loath or even love for this master. In the short narratives called "voices", one reads about, for instance, a slaves experience with stealing, dancing, Ku Klux Klan, and religion and education. Along with the stories, their are pictures of some of the narrators or chains which were used on slaves or slaves working on a plantation. There are thirty-nine brilliant illustrations in all. This book "Twenty-nine such [slave] narratives--actual life stories of former slaves--chosen from some two thousand similar account recorded by the interviewers between 1934-1941". This book, more importantly, was lightly reacted to insure authenticity and originality while making the narratives easier to read. The narratives, last, are penetrating and provoking because while slaves concede of happy, good times their dark, nefarious experiences outweigh the positives. One reads of stories about slave being shipped to death or being tormented by chains. As for happy times, a former slave, at best might say, their master was good because he did not beat them or fed them well.

Economics/ Sociology

Melragon, B. D. (1994, Feb.). A comparison of the sociodramatic play of low socioeconomic status black second grade children and low socioeconomic status black kindergarten children. Dissertation Abstracts International, 43 (8A), 4991-4992.

The purpose of the study was to examine the sociodramatic play of low socioeconomic status black children from two chronological age groups. The effects of age, self concept, sex and father absence on subjects' level of sociodramatic play were investigated. A total of 156 low socioeconomic status black children enrolled in sixteen kindergarten and second grade classes from five Columbus public schools comprised the population for the study. The sample was chosen on a convenience bases. The population was equally divided as to sex of subject. Socioeconomic status was established utilizing the Index of Socioeconomic Status. Children were observed at play groups of four, each group consisting of two boys and two girls, with an observer assigned to each subject making a specimen record of all verbal and non-verbal behavior during the thirty-minute play session. Level of sociodramatic play was assessed in terms of the six criteria established by

Sara Smilansky: role place, make believe with regard to objects, make believe with regard to actions and situations, persistence, interaction and verbal communication. The Self Concept Scale-Draw a Person (Bodwin and Bruck, 1960) was used to determine each subject's level of self concept. Father absence for the purpose of the study was defined as legal father absence based on their report of the subject's parent or guardian. Analysis of the data showed age to have a significant and positive influence on the level of sociodramatic play. Neither father absence or self concept of subjects was found to have a significant effect on the level of sociodramatic play. Sex of the player did not make a significant difference in sociodramatic play when kindergarten and second grade subjects were examined as a group. However, within the kindergarten population considered separately, boys scored significantly higher than girls in two subtests: make believe with regard to objects and with regard to actions and situations. Second grade girls were rated significantly higher in the element of persistence than were boys in their age group. Findings of this study have implications for the use of sociodrama in designing educational programs for early childhood.

Literature (miscellaneous)

Meltzer, M. (1964). In their own words: A history of the American Negro, 1619-1865. **Vols.?** New York: Thomas Y. Corwell Co.

The first volume of this trilogy tried to help the reader understand the life of the American Negro from the arrival of the first blacks in 1619 to the end of the Civil War. The Negro told his story in his own words, through letters, diaries, speeches, autobiographies, newspapers and pamphlets. In this volume, which takes up the story with the end of slaver and comes down to the eve of World War I, the same kind of direct, person expression is drawn upon.

This volume opens with ex-slaves telling what they faced in their birth as person, not property. Meltzer spends about half the book dealing with that badly neglected and often distorted postwar era, reconstruction. The opportunities missed for the healthy growth of American democracy are seen in several of the documents in the book. The book also comes complete with a calendar of Negro History, a reading list and an index.

Sociology/politics

Memmi, A. (1965). The colonizer and the colonized. Boston: Beacon Press.

Memmi, a Tunisian, was arrested and taken to a forced labor camp during WWI. His ethnicity puts him in the category between oppressed and oppressor. Even though his book is not scientific in expression, it uses the methods of science. Memmi uses his own experiences with post-colonial Europe, in addition to drawing from the lower classes of Algeria. His prison experience is also one of the reasons for the militant tone of the book. It gives him an accurate backdrop with which to express his sometimes sociological, mostly critical, and even psychological examination of the unique relationship of colonizer and the colonized.

He mentions the relentless reciprocity that binds the colonizer to the colonized and uncovers what he calls the hidden beauty of colonialism. This beauty is really an elaborate metaphor for the fact that the seeds of the destruction of colonialism lie deep within its practice, and the seed of the destruction of the colonizers lies in their being the primary agents of oppression. In his partly economic analysis of the colonial system, Memmi reveals that colonialism has cost the mother countries far more than it has earned.

History/ Curriculum

Merelman, R. M. (August, 1993). Black history and cultural empowerment: A case study. American Journal of Education, 101, 331-357.

This article considers the prospect of teaching black history as a form of black cultural empowerment. It lays out arguments in favor of such a view and then visualizes, with the help of Gramsci's theories of hegemony, an alternative view. A case study of one school system, Regency County, WI, suggests that empowerment aspects of black history must compete against professional, organizational, and citizenship aspects of classroom practice. The article sums up the problem by relating that most classes provide an incomplete picture of historical relations between blacks and whites.

Curriculum

Merryfield, M. M. (1986). Teaching about Africa. ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education. Bloomington, Indiana. (ED278602).

The need to increase education about Africa in the classroom is growing. Most classroom teachers have little or no formal education about Africa, yet they are asked to teach on complex issues like apartheid and political stability. The old myths about the "Dark Continent" have been replaced by the media stereotypes focus on poverty, violence, and hunger. This article discusses how we can improve teaching about Africa and examines 1) the importance of teaching about Africa, 2) the place for Africa in the curriculum, 3) teaching strategies that include Africa in the curriculum.

Some highlights of the important issues include informing the student population that Africa has the highest population growth for any world region, and one in every ten persons in the world today lives in Africa.

African content should be included at every level of the social studies curriculum to provide a global perspective and appreciation for all cultures.

Most importantly the teaching strategies should negate stereotypes about

Africa by teaching historical and contemporary realities of both rural and urban life. speak of ethnic groups (not tribes), homes (not huts), and tropical rain forest not jungles. Teach respect and understanding for Africans. Teach the facts about problems by explaining how they evolved. Don't let the discussion about Africa dwell on negative aspects.

All of these issues and more are important to develop self respect in African children, and to provide opportunities for all students to respect other ethnic groups.

Psychology

Meyers, L.J. (1985). Transpersonal psychology: The role of the Afrocentric paradigm. Journal of Black Psychology. 12 (1), 31-42.

Meyers begins with a description of transpersonal psychology, which is often understood in the popular cultural as "touchy-feely, new-age, Californian-style" psychology. But in Meyers mind, transpersonal psychology is an established category in the psychological field, which is also conspicuously slim in traditional African culture and world view. She says that transpersonal psychology operates out of the assumption that the reality one perceives is shaped by an underlying system of beliefs that serves as self-fulfilling organizers of experience. Within this context, an Afrocentric paradigm is presented that unifies the insights of modern physics and Eastern mysticism under the structure of traditional African philosophy. A tough read, but thoroughly enlightening.

Psychology (identity)

Meyers, L. et. al. (1991). Identity development and worldview; Toward an optimal conceptualization. Journal of Counseling and Development, 70, 54-63.

This article postulates new way of describing black identity development by incorporating the optimal theory concept (Myers 1988). From this optimal worldview, oppression is perceived as fragmenting one's sense of self and leading to self-alienation. In order to counteract oppression the authors offer identity development whereby an individual develops process of integrating and expanding one's sense of self. The authors also explain why existing identity development models are limiting and provides theoretical framework for using optimal theory for identity and spiritual development. Optimal theory includes six developmental phases of identity development. The authors provide specific examples of each phase and empirical research to substantiate optimal theory.

Psychology (identity)

Myers, M. A., Thompson, V. L. (1994). Africentricity: An analysis of two culture specific instruments. Western Journal of Black Studies, 18 (4), 179-184.

These authors compared V. L. Thompson Sander's *Multidimensional Racial Identification Scale*, which uses a group based approach, with the Afrocentric approach used in J. A. Baldwin and Y. Bell's *African Self-Consciousness Scale*. The data did not indicate a moderate correlation suggesting as did A. K. Burlew that the idea of racial identification is multi-dimensional.

Each scale has validity dependent upon what it is that the researchers are seeking. The scales provide justification of its use in understanding African American behavior.

Media

Miller, R. M. (Ed.). (1978). Ethnic images in American film and television. Philadelphia: The Balch Institute.

This book consists of written versions of presentations at a symposium that was sponsored by St. Joseph's College in Philadelphia. The book is divided into eight sections that deal with Blacks [sic], Jews, Germans, the Irish, Italians, the Polish, Puerto Ricans and Asians and their depiction in American film and television. The lead essay in each section was presented by the principal speaker and the following essays are either in support of it or disagree with its contents.

Each author is sympathetic to the ethnic group that s/he covers as they try to deconstruct particular stereotypes in order to empower the focus group.

Since television and film are the vehicles that perpetuate stereotypes and promote a hegemonic cultural experience, each author recognizes the universalism of the media and bias as it pertains to individual ethnic groups that do not fit into "the American ideal."

Each essay is opinionated, though the individual authors do provide a few footnotes throughout the text that support their argument.

This book sheds light on the racial stereotypes that are perpetuated through the American entertainment industry and reveals the subtexts that alienate culture that are not white Anglo-Saxon Protestant.

Even though each section focuses on a different ethnic group, all of the authors conclude that an increase in control behind the scenes would lead to the dismantling of the industry, which most agree will be a monumental task.

Learning styles/Psychology

Miller-Jones, D. (1991). Informal reasoning in inner-city children. In J. F. Voss, D. N. Perkins, J. W. Segal (Eds.), Informal reasoning and education, (107-130). Hillsdale, NJ: Lawrence Erlbaum Associates.

(from the chapter) examines the relationship between culture and informal reasoning processes... it is argued that: (a) among the important distinctions between informal and formal learning is that of the contextual or situational quality of informal reasoning, and (b) some forms of informal reasoning may be viewed as a function of culture or, more specifically, of particular children's social-cognitive ecologies ... it is proposed that for some members of a cultural community, reasoning processes become independent of the specific context in which they are developed, whereas for others, reasoning remains situationally contingent .. establish what ... are the critical features of the formal--informal reasoning distinction: brief review of cross-cultural research on cognitive processes... focuses on the nature and sources of the cognitive processes of low- and high-achieving African-American kindergarten children.

Psychology (development)

Miller-Jones, Dalton. (1988, Winter). The study of African-American children's development: Contributions to reformulating developmental paradigms. New Directions for Child Development, (42), 75-92.

Argues that developmental psychology underwent a reformulation from the 1950s through the 1970s when the validity of prevailing psychological constructs was challenged during the study of African-American children. As a result, more process-oriented models of cognition (both structural Piagetian and functional/contextual) emerged, along with a view of language as a social communicative process (sociolinguistics), multivariate research models, and contextual accounts of competence. It is noted that there is now recognition that children derive meaning from social interpersonal systems as well as from physical information at an early age; children are viewed as active coparticipants in their own development. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Racism/Curriculum/General

Milner, D. (1983). Children and race. Beverly Hills, CA: Sage Publications, Inc.

This book provides as argument for the inclusion multiculturalism in social institutions it provides a theoretical framework for understanding racial attitude development among young children. It also describes the effects of some forms of racism experienced by African American children as practice by Individuals as well as institutions.

Methodology

Mincy, R. (Ed.). (1994). Nurturing young black males. Urban Institute Press.

This volume of essays was commissioned by the Urban Institute in Washington, D.C., to analyze and address many of the salient problems and issues that are especially relevant to young Black males. These essays were not casually assembled but went through many rigorous inspections by other professionals from many diverse disciplines. The Urban Institute's primary motive for implementing this process was to produce a corpus of essays that may impact legislature.

To some extent, Nurturing Young Black Males may succeed in doing this. The essays are well written and all are focused on a particular concern or need. Also, what differentiates this book from other collections of essays on Black males is that it draws its references primarily from social service agencies that are providing direct services to youth. In this manner, we can better ascertain the needs of Black males and assess the institutions that are attempting to meet their needs. Also, the essays on public policy and funding are reasons enough for this book to be widely read by social practitioners, administrators and policy makers. (Useni Eugene Perkins).

Psychology (identity)

Minetos, P. (1971, April). Influences of male intervention figure upon sex-role identification of certain preschool children. Dissertation Abstracts International, 31 (10A), 5208.

This study was designed to compare experimentally the effect of a male intervention figure (male model) upon the sex-role preference of a sample of culturally deprived black preschool children. It was hypothesized that sex-role preference among black children could be strengthened by exposing them to a masculine identity figure (male model). The Cecil Masculinity Femininity Scale (CMFS), an instrument designed to measure sex-role preference, was used as the preposttest measure of the effect of the treatment variable. In addition, a statistical comparison of the effect of two organismic variables upon sex-role preference was undertaken: (1) race of the male model (white or black), (2) father absence or presence of the subjects. On the basis of the findings it was concluded that the treatment variable was more effective with the male segment of the experimental group than with the female portion. Father-absence and the father-presence status of the groups did not significantly contribute to or detract from the subjects' sex-role preference as measured by the CMFS. In terms of the race of the male model, treatment variable was effective only for the black boys in the white male model groups. There was no significant improvement in sex-role preference with black male model groups and control groups on a posttest measure of sex-role reference. The study concluded that the treatment variable was effective in promoting satisfactory sex-role identification among the male segment of the experimental group. --Dissertation Abstracts International.

Power teaching/Spirituality & Religion

Moeller, B. (1994). Teaching manhood in the jungle. Christianity Today, 38 (12), 16-17.

Park Avenue Methodist Church in Minneapolis developed a group called Simba, which is Swahili for lion. This group sponsored by a multi-racial church intervenes in the life of inner city youths on Saturday mornings. The group of eager, energetic teenagers look forward to this time they share with their mentors having a home-cooked breakfast, teachings on manhood, and the mental and emotional support that they will be something one day.

The group formed as a way to allow black youths the opportunity to see black males in a positive role because it was believed that virtually everything these boys knew about black men was negative. The group uses Kawanza Konjufu's Countering the Conspiracy to Destroy Black Boys" as the basis for their interaction. There message is simple, it's possible to pursue a rewarding career, get married and raise a family, and follow Christ as an African American man.

Method./Sociology

Moller, V. (1990). A role for black seniors in educare: A community assessment. Pretoria, South Africa: Human Sciences Research Council.

This reports the findings of a proposal and plan of the South African KwaMashu Christian Care Society to introduce a child care program. Active older women would give in-service training to grandmothers and other caregivers of preschool children at home.

Before the program was instituted, the committee conducted a study to determine the community's feelings about the project. Of the 302 residents surveyed, the major finding was that most would enthusiastically support not only the grandmother training program, but also a training program for women of all ages.

Those surveyed also supported the idea of institutionalized care for the elderly and did not feel that traditional respect for them was not affected by industrialized society.

The survey resulted in a recommendation to move forward with the educare program.

Method&Pedagogy/Teaching Styles

Monrad, D. M. (1971, April). An investigation of the cognitive and affective components of maternal teaching style. Dissertation Abstracts International, 39 (9B), 4563.

Twenty-nine black mothers and their three-year-old children were observed in a study designed to identify maternal teaching styles and to evaluate the effectiveness of these styles on the children's learning. Fourteen of the mother-child pairs were middle class and fifteen lower class. It was hypothesized that the relationship between social class and children's ability to learn could be largely explained by the cognitive and affective components of maternal teaching style. Each mother-child pair came to a laboratory room in the Psychology Department of the Johns Hopkins University for two sessions. The first session the child was given the Stanford-Binet Intelligence Scale and the dyad was familiarized with the laboratory room. In the second session the mother attempted to teach her child two cognitive tasks and the mother was given the vocabulary and block design subtests of the Wechsler Adult Intelligence Scale. Each child was pretested on the two tasks prior to any actual teaching by the mother. The child's learning of the tasks was assessed by having the child complete the two tasks taught by the mother, and two parallel tasks. The mother-child pair was videotaped during the teaching session and both verbal and nonverbal behaviors were transcribed. The results showed several interesting relationships between maternal and child behavior in both social classes. One of the strongest relationships was found between interfering maternal behavior and uncooperative child behavior. Uncooperative children tended to have mothers whose behavior was interfering in the teaching session. Conversely, mothers with low scores on the interfering composite tended to have more cooperative children. Interfering maternal behavior was also negatively correlated with successful child task behavior. In low social classes, children with high posttest gain scores had mothers who provided appropriate feedback after the child's card placements. Middle-class children who learned more than their pretest and Binet score would predict, had mothers who elaborated this style by providing appropriate labels for the task materials. The lower-class mothers encouraged the children to work on their own initiative and let them structure the situation in their own way. It was concluded that patterns of maternal cognitive and affective teaching style mediate between the child's socioeconomic level and the child's performance on cognitive tasks.

Sociology/ Anthropology
Monroe, S., & Goldman, P. (1988). Brothers. William Morrow and Company.

A vivid and compassionate account of young Black males growing up in the Robert Taylor Public Housing on Chicago's southside, and how some were able to overcome this oppressive environment while others were debilitated by it. One of the co-authors, Sylvester Monroe, a Black correspondent with Newsweek, was a survivor who returns to Robert Taylor Homes and shares with the reader stories of some of the Black men who grew up with him. These stories cover a broad range of human emotions, failures and successes.

--Useni Eugene Perkins

General/Racism
Montagu, A. (Ed.). (1964). The concept of race. London: Collier.

The author discusses conceptualizations of race as well as origin. Nevertheless, analysis of the biological aspect of race is primarily presented here. The biological definition of race maintains that humans can be differentiated by the possession of certain hereditary traits. The author argues that conceptualizations of race have no value and are useless. This is attributed to two factors. One, a concept such as race can be arbitrarily defined. Therefore, it appears artificial because some may define race without investigating the subject matter first. Two, race lacks systematic definition.

Psychology

Moody, S. C. (1979, January). Factors influencing assertiveness in adolescents. Dissertation Abstracts International. 39 (10A), 6542.

The purpose of this study was to assess assertive response of adolescents, devise and collect normative data on such an instrument for the adolescent population, and examine the influence of several variables (e.g., sex, race, religious background, and method of punishment most frequently used by parents). These instruments were administered: (a) The High School Self-Expression Scale (HSSES), measure of overall assertiveness; (b) the Adjective Check List (Gough & Heilbrun, 1956) as a measure of validity; © an Informational Data Sheet to gather relevant descriptive data on each participant. The study included 320 research participants, 131 male and 189 female students attending high schools in Baton Rouge, Louisiana. There were 155 black students (67 male and 88 female) and 165 white students (64 male and 101 female). Their ages ranged from 14 to 19 years. Questionnaires were read-ministered two weeks later to 100 participants. Results of the present study indicated that the HSSES is a potentially useful instrument for measuring assertiveness in adolescents. The major findings of the study highlight the potential usefulness of the HSSES as a measure of overall assertiveness for adolescents. It is clear from this study that further research is needed on various aspects of the assertive response in adolescents. --Dissertation Abstracts International.

Schools (general)

Moore, E. K. (1991). Public school-based child care and the black child: Building bridges toward self-sufficiency in the 21st century. In D. Elkind (Ed.), Perspectives on early childhood education: Growing with young children toward the 21st century. Early childhood education series (pp. 203-211). Washington, DC: National Education Association, Washington, DC.

(from the chapter) the National Black Child Development Institute (NBCDI) has ...(developed) "Safeguards," a series of guidelines to further the establishment of culturally and developmentally appropriate programming in the public schools for preschool-age children... NBCDI's "Safeguards" are designed to address the Black preschool child's needs in a holistic manner; instead of dealing with the child as an isolated being, they encourage public school officials to develop programs that address every factor that could possibly affect the child's school experience... to promote positive experiences in early childhood development programs and to ensure that children are adequately prepared for elementary school, the parents must be involved: the teachers must be trained and qualified; the curriculum must be appropriate to the child's age level and cultural background; the children must be kept healthy, safe, and well nourished; the determination of the child's ability to advance to elementary school must not be based solely on standardized tests; and, finally, the programs must be monitored to ensure that high degrees of quality and safety are maintained.

Politics/general /economics

Moore, E. K. (1991). Miles to go, promises to keep. Washington, D. C. National Black Child Development Institute, Inc.

This publication discusses the economic, social, health, and educational data about African American children. Over 20 years of statistical data is provided and an historical account of U. S. legislative programs related to children in this century.

The statistics reveal that children are not valued in this country, and particular African American children. The Great Society programs initiated under President Lyndon Johnson are described with an emphasis on the Head Start program which was initiated in 1964, the Special Supplemental Food Program for Women, Infants and Children (WIC), the Child Nutrition Act of 1966, and the Elementary and Secondary Education Act of 1965.

The publication proposes five promises that should be made to children now.

1. Every child should have the right to live in a loving family that has access to whatever support it needs to provide for their children.
2. Every child of working parents should receive safe, affordable child care.
3. Every child should have access to high quality health care.
4. Every child should live in a home, not a homeless shelter or the like.
5. Receive high quality education in a public school.

Psychology (development)

Moore, J. O. (1975, April). Four presentation modes of televised stimuli and their influences on the cognitive learning of Negro children at risk of developmental retardation: An exploratory study. Dissertation Abstracts International, 35 (10A), 6542.

A study designed to assess the relative effectiveness of four presentation modes of televised stimuli (AV, VNS, AV+VZPM, VZPM) and their influences on the cognitive learning of preschool Negro children at risk for developmental retardation. One hundred twenty four- and five-year-old Negro children (60 males & 60 females) were administered the Verbal Tests of the Wechsler Preschool and Primary Scale of Intelligence (high or low), chronological age (four or five years), and sex, was assigned at random to the four televised treatment conditions and a non-televised control treatment (40 cells -n = 3). The results of the investigation showed the AV+VZPM treatment to be the most effective for subsequent imitative transfer. The results also provide substantive support for psychological characteristics and how they may influence the reactions of the child to televised stimuli. --Dissertation Abstracts International.

Power Teaching

Moore, K. A.; Glei, D. (1995, January). Taking the plunge: An examination of positive youth development. Special Issue: Creating supportive communities for adolescent development: Challenges to scholars. Journal of Adolescent Research, 10 (1), 15-40.

Offers 2 measures that address the avoidance of multiple forms of risk taking or determinants of positive development in youth: a missteps scale in which multiple forms of risk taking are assessed through the adolescent years and a Positive Well-Being Index that includes multiple measures of positive development, ranging from satisfaction with life to community involvement. Demographic, family, school, and neighborhood characteristics were included in multivariate models estimated on a national survey of 2,301 children (aged 7-11 yrs). Youth who experienced fewer family disruptions, were closer with their parents, and had fewer behavior problems in elementary school, and whose parents were better educated, were at lower risk. Children in high-poverty neighborhoods experienced lower well-being and higher misstep hazards. Black youth scored higher on the well-being scale due to greater religiosity and concern for correcting social inequalities. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

History/ General/ Racism

Moore, R. B. (1960). The name "Negro"" Its origin and evil use. New York: Afroamerican Publishers Inc.

On May 29, 1960, *The Committee to Present the Truth About the Name "Negro"* presented a lecture/discussion entitled, "The Name 'Negro': Its Origin, Purpose, and Evil Use." This booklet is the written transcript of the event with the addition of a "forward,' and "Open Letter to the New York Time," the correspondence between the newspaper and the organization, a "resolution" by The Committee, a "Ten Point Program of Action," a membership appeal, guidelines to distributing the booklet and positive correspondence from African-American people.

There are two lecture sections and under these are subtitles like, "Colonial Oppression in Africa and the Caribbean Causes Degrading Names," "Evil use of 'Native,' 'Kaffir,' and 'Negro' to incite massacres in South Africa," and "Dogs and Slaves Named by Masters; Freemen Name Themselves." There are numerous subtitles and each are addressed with clear historical facts that support The Committee's rejection of the term "Negro."

There is a list of committee members, filled with prominent African Americans like Moore himself, John Henrik Clark and Langston Hughes, as well as a couple of pictures.

It is particularly interesting to note The Committee's rejection of the term "African-American" in favor of "Afroamerican," with no hyphen.

This booklet gives insight into the significant name changes that African Americans have adopted and rejected throughout their history in the United States and it validates these changes whereas the mainstream has tended to write them off as fickle. This booklet also sheds light on the ever-popular use of the term, "African *in* America," which is used more frequently today, and may give insight as to why these African Americans have chosen to rename themselves yet again.

Schools (general)

Morgan, H. (1980, January-February). How schools fail black children. Social Policy, pp. 49-53.

It is agreed upon by most theorists that the relationship which exists between our nervous system and the environment is fundamental to all learning. Generalizing this model to school children would mean that everything within their range of insight, including teachers and classmates, would be their environment.

It is now believed that twelve styles of learning exist. Some teaching styles may be more compatible with certain learning styles and not others. The assessment used in measuring school achievement usually does not take out-of-school behavior into consideration. There are certain conditions of information processing where behavior observation may be more reliable than data quantification. In some circumstances, learners have abilities available to them which may not be present otherwise. Furthermore, learners who do well in a static environment, may not do well in a different environment.

In a study conducted in Syracuse, several junior high school classes and their English teacher were observed. What was found was that black males were the most socially interactive. This was a positive behavior in this environment where cooperation was encouraged. Overall, the American classrooms above the third grade level seem to be geared for white children. In as they are generally more socially reserved. Socialization is much higher in a classroom where the child's play is viewed as work. This is an atmosphere in which black children can do well. Urban schools generally promote quietness. This type of environment is lacking for black children. This leaves them with no where to diffuse their energy. The result is their behavior may be seen as disruptive. This leading to many suspensions and Special Education referrals. The false appearance of hyperactivity gives teachers an excuse who fail to educate them.

In conclusion the author proposed several alternatives which may be successful in dealing with black children. This was an excellent article in that the author provided various evidence to support the problems related to the education of black children, bringing forth important issues for future research.

Linguistics

Morgan, A. L. (1987). The development of written language awareness in Black preschool children. Special Issue: Beginning stages of literacy. Journal of Reading Behavior, 19 (1), 49-67.

Investigated the development of written language awareness in Black preschool children enrolled in a day care environment. Subjects were 43 3-, 4-, and 5-yr-olds from an urban community. Data were collected in 3 individual interviews using environmental print, printed stimuli, manipulative materials, and storybooks in a sequence of semistructured tasks. Samples of the Subjects' attempts at writing were also analyzed. Concepts pertaining to written language were measured: knowledge about the purposes of print, awareness of the conventions of the writing system, development of book orientation concepts, development of letter and word concepts, knowledge of the letters of the alphabet, and evidence of beginning reading. Subjects' performance indicated both general and specific information about their written language competence, with 5-yr-olds performing significantly better than 3-yr-olds on some measures.

History/General

Morris, R. C. (1942). Reading, 'riting and reconstruction: The Education of freedmen in the south 1861-1870. Chicago: University of Chicago Press.

Morris, an assistant professor of history and education and head of special collections at Teachers College, Columbia University, write about the Northern-based programs that instructed Southern blacks during the Civil War. This book also provided definitive treatment of African-American's educations during Reconstruction. Utilizing a plethora of manuscripts and "printed source, Morris presents a comprehensive picture of this controversial experiment (educating Blacks) from its inception early in the war through 1870, the final year of educational operational under the Freedman's Bureau." Morris goes onto survey the groups" that staffed and managed Negro schools in the South." The author, develops his book around those who "came to teach -- a diversified group, white, black, Northern, Southern -- and on the curriculum and the textbooks specifically developed for use in their classes," and those being taught. Discussing the political and important social issues related to freed men's and women's education in the 1860's and 1870, Morris positions the school movement or Blacks becoming part of the educational system as "fully in its nineteenth-century context, relating or both to the antislavery crusade that preceded it and to the conservative era of race relations that followed." Last, Morris illustrates that "abolitionists and other reformers promoted black education as a moderate solution to the race question," but obviously it was not the key. There are seven chapters, in this book, including notes, a bibliography, and an index.

Literature (novel)
Morrison, T. (1994). The bluest eye. Plume: New York.

Morrison emphasize the de-culturing effects of a mass culture industry. Because producers of mass culture seek to avoid association with any one culture, they mist rely on a total lack of culture. The results in a non-culture more closely associated with the dominate white culture than African that influences the subjectivity of its audience. For an African-American female audience the results are tragic. The African-American women in the novel are shown to be separated from sexuality and any physical concept of themselves that is not a by-product of mass culture.
This book is important for understanding. Though this is a novel, she touches on issues that are relevant and salient to the African child. Many miss the symbols and messages the author uses concerning the influences of mass media on the African mind. She weaves in story form how effectively the power structure uses mass media to carry out the message of white supremacy, and describes the resulting effects of schizophrenia.

History/ Rites of passage & Traditional Education
Moumouni, A. (1968). Education in Africa. New York: Frederick A. Praeger

A survey of education in former French Africa south of the Sahara from 1816 to 1960. This book is also a critique and commentary based on the author's experience growing up on Africa, and what is his idea of pre-colonial (traditional) education in Africa. The author details a program for a new educational system that includes new content and methodology, and learning techniques for a technological society.

The author writes out of a concern for the needs of independent Africa and to insure respect for the integrity of the African personality. A critical component of the educational methodology is the use of African languages as a medium of instruction rather that an international language. Using the language of the indigenous people will promote nationhood and a sense of freedom of expression as well as other positive qualities.

Mr. Moumouni's contribution to the fabric of thought on the revision of education in Africa is valuable to those persons concerned about the education of Africa children everywhere. This book is an African contribution to the educational issues, past, present, and future as opposed to the perspectives of European "specialists" and consultants. The author highlights the consequences of an inherited educational system of foreigners on the African community, and solutions. He suggests a more respectful, meaningful educational system for today's African children and adolescents.

History/ Method./Traditional Ed.

Moumouni, A. (1968). Education and teaching in pre-colonial black Africa. In A. Moumouni, Education in Africa. New York: Praeger.

Outlined here are what the writer considers the four major characteristics of the indigenous African educational system before colonialism. Though there is great ethnic diversity in Africa throughout the regions and the clans, all groups appear to demonstrate common characteristics which can be explored, analyzed, and applied. Indigenous African education, according to this author is characterized by the following:

1. Importance to the community
2. Social nature, both spiritual and material
3. Multivalent nature
4. Concentration on stages of physical, emotional, and mental development of the child

Educating the children was and remains extremely important in Africa. Parents felt held a great sense of responsibility towards their children and the community. In fact, parents considered the task of rearing their children to be a sacred one. At the next level, the entire community felt a responsibility for raising the children.

Educational methods and practices in the African educational structure will look familiar to the American educator, caretaker, and parent. The processes and methods were renamed and labeled, then introduced to Western culture as "new." The evidence clearly shows that a structured systematic educational system functioned effectively in Africa long before European systems began.

Children occupied a central role in the African community. Without children, life did not have meaning. As already mentioned, the parent and the community took great care with their children. Some of the more salient points regarding the indigenous educational system include the following. The child is an essential part of the mother for a longer period of time that is common in most societies. They "remain in the shadow of women" until they are six to eight years old. Another important observation is that for the African, education school and life are one. This type of education has greater meaning that when learning takes place inside a four wall classroom. An objective observation will reveal that everything experience that adults present and model for the child has meaning and is instructive. Children's games, for instance, initiate the child to social life. In traditional Africa, children played with each other based on their age group. The socialization with others their age introduced them to community social behavior in a play environment. The community wisely channeled their values to the children simply and effectively. In short, one can say that the traditional educational system embraced all sides of the child's personality--mind, body, and spirit.

After reading this material it is easy to draw the conclusion that the underlying factor to effective education for the African child, and all children is respect for their culture.

Psychology (testing)

Mpofu, E. (1995, Feb.). Antecedents of children's performance on class inclusion tasks: Some Zimbabwean evidence. International Journal of Psychology, 30 (1), 19-33.

Used analysis of covariance (ANCOVA) to examine children's performance on verbally presented classification tasks in relation to their sociocultural background, age, level of schooling, and sex. Task perception and motivation were entered as covariates. A total of 296 Black and White Zimbabwean children took part in the study. Social class membership, age, level of schooling, and sex explained a significant proportion of the variance in performance on the classification tasks, which was based on the British Abilities Scales similarities subtest, whereas cultural group membership did not. Implications for multicultural perspectives on children's cognitive development are discussed and suggestions made for further research. (French abstract) (PsycINFO Database Copyright 1995 American Psychological Assn., all rights reserved).

Psychology

Mulindi, Sobbie A. Z. (1991). Psychosomatic structuring among Africans. In S. O. Okpaku (Ed.), Mental health in Africa and the Americas today: A book of conference proceedings, (pp 231-243). Nashville, TN: Chrisolith Books.

(from the chapter) the term alexithymia has been used for a group of functional psychological disturbances often found in patients with psychosomatic diseases: poor fantasy life, poor dream recall, inability to express feelings with words, and thinking that is concerned only with conscious psychic processes; the author discusses studies on the relationship of alexithymia to early development and the association between individual adjustment and social factors; to assess the effect of rapid cultural change on African individuals, the author determined the prevalence of alexithymia among patients in a psychiatric consultation-liaison clinic in a teaching hospital in Kenya.

Psychology (development)

Mundy-Castle, A. C.; Wilson, D. J.; Sibanda, P. S.; Sibanda, J. S. (1989). Cognitive effects of LOGO among Black and White Zimbabwean girls and boys. International Journal of Psychology, 24 (5), 539-546.

Examined the cognitive effects of the computer program LOGO among 52 11-12 yr-old Black and White Zimbabwean girls and boys. 41 control children received no exposure to computers at school. Pre-tests and post-tests were conducted on 4 Wechsler Intelligence Scale for Children--Revised (WISC--R) subscales. Subjects in the experimental group did better on the WISC--R Arithmetic scale and Black girls exposed to LOGO showed particular gains in spatial reasoning, as measured by the

WISC--R Block Design scale. LOGO appears to facilitate cognitive growth.

Psychology (general/ self-concept, etc.)

Munford, Maria B. (1994). Relationship of gender, self-esteem, social class and racial identity to depression in blacks. Journal of Black Psychology, 20 (2).

In this article, Maria Munford reports the results of a survey conducted among African-American females and males in college and African-American males and females in the general population. The author, Munford, through the survey, sought to determine the strengths of the relationship between self-esteem, gender, social class, and racial identify. Munford uses empirical data to assist in the isolation and identification of major factors associated with depression in African-Americans. Some of the factors discussed include 1) low self-esteem, 2) maladaptive social skills, 3) displaced value and identity orientation, and 4) feelings of isolation and "disconnectedness". Munford contends that identification of these factors shall enable therapists and clinicians to take preventive measures aimed at reducing the incidence of depression among African-Americans.

Anthropology /Psychology

Munroe, R. L.; Munroe, R. H.; LeVine, R. A. (1972). Africa. IN: Psychological anthropology. (New ed.) Cambridge, Mass.: Schenkman, x, 623 p; F. L. Hsu (Ed.).

Reviews African psychological anthropology studies concerning infancy, childhood, and adolescence; adult psychological characteristics; sociocultural change; and mental illness. Emphasis is placed on works which are generalizable to the entire culture, and 12 African cultural characteristics which have potential relevance to psychological variables are listed. (9 p. ref.)

Health

Murphy, J. K.; Stoney, C. M.; Alpert, B. S.; Walker, S. S. (1995, Jan.). Gender and ethnicity in children's cardiovascular reactivity: 7 years of study. Health Psychology, 14 (1), 48-55.

A total of 295 children (127 White boys, 15 Black boys, 133 White girls, and 20 Black girls) participated in reactivity examinations in 1987 (all were in 3rd grade; age, M = 9.1 years), 1988, 1989, 1991, 1992, and 1993 (all were in 9th grade; age, M = 15.1 years). An analysis of residualized reactivity change values indicated consistent and significant ethnicity effects (Blacks greater than Whites) for systolic and diastolic blood pressure and for heart rate. Gender effects were also apparent for both systolic and diastolic blood pressure (boys greater than girls). These data suggest that the transition from childhood to adolescence is associated with a significant pattern of ethnic differences in reactivity, although the association of this pattern with the development of cardiovascular risk and disease remains to be ascertained. (PsycINFO Database Copyright 1995 American Psychological Assn. all rights reserved).

Health/Psychology

Murphy, J. K.; Alpert, B. S.; Willey, E. S.; Somes, G. W. (1988, Mar.). Cardiovascular reactivity to psychological stress in healthy children. Psychophysiology, 25 (2), 144-152.

Presents normative percentile data on the hemodynamic responses (heart rate and blood pressure) of 3 1 0 healthy Black and White children (aged 6-18 yrs) to the stress of a TV video game. A series of 3 video games played under 3 increasing levels of stress elicited progressively higher values of blood pressure and heart rate. Both Subjects' race and gender, as well as the experimenter's race, significantly affected reactivity. Subjects demonstrated a range of interchild reactivity, allowing separation of individuals into high- and low-risk percentile groups. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Health

Murray, J. L.; Bernfield, M. (1988, Nov.). The differential effect of prenatal care on the incidence of low birth weight among Blacks and Whites in a prepaid health care plan. New England Journal of Medicine, 319 (21), 1385-1391.

Studied data on more than 31,000 Black and White babies born in 1978 whose mothers' ages and levels of education were comparable. Data show that Black mothers used prenatal care less extensively and had a higher incidence of infants with low birth weights than White mothers. The difference in the use of prenatal care accounted for less than 15% of the difference in the incidence of low birth weight. The rates of low birth weight, very low birth weight, and preterm birth decreased with increasing levels of prenatal care for both Blacks and Whites. It is concluded that even in a population of women at low risk for giving birth to low birth weight infants, prenatal care is more beneficial for Blacks than for Whites.

Methodology/Curriculum

Murtadha, K. (1995). An African-centered pedagogy in dialog with liberatory multiculturalism. In Sleeter, C. E., McLaren, P. L. (Eds.) Multicultural Education, Critical Pedagogy, and the Politics of Difference. Albany, New York: State University of New York Press.

Murtadha discusses the African-centered ideology and its infusion into the public school curriculum. The African-centered world view places the community as the basic human unit, not the individual. There is a concern for the collective survival of the community, and. cooperation is valued above competition. The ideas of interrelatedness includes the concepts of gods, humans, animals, plants, and inanimate objects.

This kind of description and belief allows for the coexistence of other cultures. Murtadha cites Molefi Asante who originated the term Afrocentricity. Asante says that most theories are from a male, Eurocentric perspective, and these theories do not recognize the existence or value of other cultural elements.

Murtahda says that the current emphasis in schools is global, economic competitiveness. Students' thoughts, languages, and culture are devalued. Students resist the dominant curriculum because it lacks relevancy. Teachers should work to develop curricula that eliminates oppressive social practices. Students need historical knowledge and culturally supportive pedagogy to help them restructure and empower themselves in a world of diversity.

Curriculum/Methodology

Murtadha-Watts, K. (1995, April). The Challenges of a Communitarian Ethic in an African-Centered School. A Paper Presented at AERA, San Francisco.

Dr. Murtadha-Watts analyzes the challenges of a communitarian ethic in an African-centered school by: (1) initially acknowledging the absence of a ethnographic study that specifically examines the ethical and political issues in Afrocentric schools (Murtadha-Watts 1995). According to Dr. Murtadha-Watts, information gathered from ethnographic studies may develop the basis for further exploring the issues of ethics and curriculum development as well as the importance critical cultural studies, (2) Nonhegemonic culturally centered perspective which according to Dr. Murtadha-Watts, is significant for educators not only in examining the Eurocentric foundations for which many schools build the course of study but in response to the increasing dicotomizing, the us/them confrontations, that arise in allocating school funds and resources, as well as the tension that exist between different ethnic groups on campus and in the classroom (Murtadha-Watts 1995).

Murtadha-Watts study evolves an elementary school in Detroit Michigan (Malcolm X Academy). In his study, Murtadha presents the Portland Baseline Essays and Afrocentric Core Curriculum developed by the National Council for Black Studies to the teachers of the academy an ask that each teacher implement the two into their curriculum. Murtadha main purpose was to not make changes in the inclusion but to examine other approaches in presenting knowledge, classroom structure, discipline and the relationship of culture to learning (Murtadha-Watts 1995). Nevertheless, given that culture is an important factor in teaching and learning, Murtadha-Watt observed the differing perspectives of the definition of "African centered". He discovered that many of the teacher's objectives reflected self-pride or were self-esteem building (Murtadha-Watts 1995). Furthermore, Murtadha suggest that culture (implementing the African experience) is important and continues to remain a challenge for many public schools who's teachers convey information from a Eurocentric perspective.

Sociology/Criminal Justice/ Health (substance abuse)

Muwallil, S. (1991, May/June). Drugs and the black community. Utne Reader, pp. 63.

The drug abuse problem and the debate about what to do with the offenders was discussed in this article. Overall, the black activists are not supportive of adopting proposals which would entail the decriminalization of drugs, and protect the civil rights of the drug offenders. Whereas white activists are more concerned with protecting civil rights. African Americans believe that any attempt to "destigmatize" drug use will only increase the abuse problems which are existent in the African American communities.

Statistics show that unemployment among black youth has been in the 35 percent range since the 1970's. The jobs that the drug economy provide are a way of survival. In an interview with Schmoke, he stated that the drug laws which currently exist are hurting rather than helping. For the reason that "the money used on law enforcement could be more beneficial if used for education, treatment, and prevention" (Schmoke, 1991). Another reason being "the increase in the black-market price of drugs" (Schmoke, 1991). The final reason "bringing a concern for losing an entire generation of young people due to drug abuse, incarceration, and poverty" (Schmoke, 1991).

The article stressed the need for more prevention and education in order to limit the economic problems facing black Americans.

Psychology (development)

Mwamwenda, T. S.; Mwamwenda, B. B. (1989, Dec.). Sequence of transitivity, conservation, and class inclusion in an African culture. Journal of Cross-Cultural Psychology, 20 (4), 416-433.

Examined the order in which transitivity, conservation, and class inclusion emerged, from a non-Western cultural perspective, among 659 children -(aged 6 yrs 3 mo to 15 yrs) in Botswana, Africa. The predominant sequence of emergence was transitivity, conservation, and class inclusion; supporting the existence of a decalage of the 3 concepts in a non-Western culture. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Psychology(testing)

Mwamwenda, T. S.; Mwamwenda, B. B. (1990, Jun.). Assessing Africans' cognitive development: Judgment versus judgment plus explanation. Journal of Genetic Psychology, 151 (2), 245-254.

Investigated how 658 2nd- and 3rd-grade Botswana children (aged 6-12 yrs) in Southern Africa would perform on Piagetian concrete operational tasks when judgment vs,judgment plus explanation was used as the criterion. The Piagetian tests consisted of (1) class inclusion, (2) conservation, and (3) transitive inference. The use of judgment only as a criterion led to a statistically significant proportion of children passing the Piagetian tasks. Although Subjects were relatively at ease when assessed on the basis of judgment responses only, the use of both judgments and explanations of Piagetian tasks was inhibiting for some and posed both linguistic and cultural problems that may impede successful performance. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Psychology / Sociology (family)

Myers, H. F.; Taylor, S.; Alvy, K. T., Arrington, A., and others. (1992, Oct.). Parental and family predictors of behavior problems in inner-city Black children. American Journal of Community Psychology, 20 (5), 557-576.

Studied contributions of maternal psychological distress, family stress load, maternal and family risk factors, and family coping strategies in predicting behavior problems in 441 inner-city Black children (aged 6-8 yrs). Mothers were interviewed at home, using such instruments as the Child Behavior Checklist and Family Coping Strategies. Maternal psychological distress and high family stress load were associated with high child behavior problems. Family coping strategies offered no protection against risk, while coping with life difficulties by reframing them was detrimental to child behavioral adjustment. Active help-seeking strategies (i.e., family mobilization, acquiring social supports) served to moderate the effects of maternal psychological distress and family risk attributes for boys but exacerbated the effects of dysfunctional maternal social and psychiatric histories for girls.

Health

Nachshon, I.; Denno, D. (1987, March). Birth stress and lateral preferences. Cortex, 23 (1), 45-58.

Investigated associations among lateral preferences of hand, eye, and foot and 8 indices of prenatal and perinatal stress, using data on 987 Black children who participated in a perinatal project between 1959 and 1966. Controls were instituted for some of the methodological and measurement problems encountered in past birth stress and laterality research. Results show that Subjects with different lateral preferences did not differ significantly in their distributions of birth stress items, except for males with right-eye preference who had a significantly longer gestational age than did males with left-eye preference. It is concluded that there is no substantial evidence for a link between birth stress and left-sided preferences. (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

General/ Sociology

National Research Council. (1993). Losing generations: Adolescents in high-risk settings. National Academy Press.

This is an important document even though it cites only a few Black scholars in its extensive references which number close to one thousand. From my perusal of the references, I could only identify a few Black scholars, Dr. Julius Wilson, Dr. James Comer, Dr. Ronald Mincy and Dr. Elijah Anderson, who were cited in the book. Nonetheless, the book does have significance in that it is authored and researched by a major research institution, the National Research Council, and presents a comprehensive and detailed study of the problems contributing to the endangered status of many American youth. Although Black youth are prominently mentioned throughout the study, the committee that wrote it, to the best of my knowledge, is overwhelmingly white. I bring attention to this concern because it has become a common trend for major studies on youth to be researched by whites: Yet even though the data in this book show that Black youth are at higher risk than any other ethnic group, some of our most outstanding Black scholars on youth such as Dr. Wade Nobles, Dr. Vivian Gordon, Dr. Douglas Glasgow, Dr. Laurence Gary and Dr. Jewelle Taylor Gibbs are conspicuously absent from the research committee that supervised the study. This is not to suggest that the massive data collected for this book are not represented [sic] of Black youth but that their interpretation is highly questionable. For example, "racism" is never mentioned in the book and, instead, the more acceptable term "discrimination" is used to account for the disparities between Blacks and whites. Some may argue that if the data are accurate the ethnicity of those who interpret the data is irrelevant. Nothing can be further from the truth. In identifying cause and effect relationships interpretation is always central to the overall perception of a problem and how best to remediate it. Many problems persist in the Black community because they are being analyzed and interpreted by some who have a worldview that is the antithesis to what is in the best interest of the Black community. Then, too, it should come as no surprise that all too often this worldview only exacerbates the problems already festering in the Black community. If one is only seeking data on youth--this book can be extremely useful. However, if one is interested in the social, economic and political underpinnings which fuel these data--this book has limited value.

--Useni Eugene Perkins.

History

National Security Council Memorandum - 46.

This government document dated March 17, 1978 is addressed to the Secretary of State, the Secretary of Defense and the Director of Central Intelligence. The subject is "Black African and the U.S. Black Movement". The document discusses the president's (Carter's) directive that a comprehensive review be made of the current developments of Black African from the point of view of their possible impacts on the Black movement in the United States. It suggests that the review consider the long term tendencies of social and political development and the degree to which they are consistent with or contradict the U.S. interest. It also suggests proposals for durable contacts between "radical African leaders and leftist leaders in the U.S. Black community. Finally it recommends "appropriate steps to be taken inside and outside the country in order to inhibit any pressure by radical African leaders and organizations on the U.S. Black community for the latter to exert influence on the policy of the administration toward Africa."

Linguistics

Nelson, L.W. (1990). Code-switching in the oral life narratives of African-American Women: Challenges to linguistic hegemony. Journal of Education, 172(3), 142-155.

Nelson, a specialist in anthropological linguistics, became interested in the propensity for adornment found in Black English Vernacular while listening to her father, a master storyteller from Mississippi, talk about "cullud boys makin they way through graveyards at dusk."

According to Nelson:

> The discussion that follows, which examines samples of code-switching from two life narratives, identifies both referential and semantic value in these switches. In the former case, the switches from Standard English to Black English vernacular are reported by the informants to mark the utterance with profundity or authority or to indicate the narrator's solidarity with the elicitor. In the latter case, the speakers

> indicate that their intended meaning required the ethnically based vernacular for more accurate communication. Out of the entire set of collected narratives, a little more than half (17 out of 30 or 56.6%) of the speakers assign these positive values to their code switches (p. 143).

As stated by one of the informants, in order to talk about Black culture experience, she needs the language created out of that experience, as opposed to the power switch. "Ironically, the high prestige language is described as having few rich affective qualities, little depth of spirituality and range beyond a naked denotation, and hence, no power to describe her lived experience" (p. 151).

Nelson's finding suggest that fluency in Standard English does not negate the speaker's recognition of and respect for the rhetorical possibilities of Black English Vernacular.

General/Curriculum

Neve, H.T. (1994). Homeward journey: Readings in African studies. Trenton, N.J.: Africa World Press.

This is a collection of readings on Africa. It is an excellent learning tool and supplement for use in the classroom. The anthology provides material that gives you a better understanding of Africa and provides a unique look--historical and contemporary--of Africa. The author has divided the reading into several parts. Introduction of Africa, Traditional Way of Life in Africa, The European Presence in Africa, and Nationalism and Independence and Nation-Building.

This is an excellent educational tool presented compactly in one volume. It provides a broad overview of Africa covering a variety of issues and subjects. In particular, we see Africa from an African viewpoint. This book would be excellent in a survey course about Africa. It emphasizes the importance of exploring Africa and the African worldview. The African worldview is important to consider when developing instructional material and classroom activities for the African-American child.

Linguistics

Newell, R. C. Chambers, J.W. (1980). Meeting the educational need of students who speak a vernacular English in the public school setting: a conference report. Ann Arbor, MI, (Report No. MC-84-8258). (ERIC Reproduction Service No. ED 219 794).

This conference report evolved from the July, 1979, federal court ruling that Ann Arbor City public schools were denying Black elementary students their civil rights by failing to teach them to speak, read, and write Standard English as an alternative to their native dialect. Contained in the conference report is a detailed synopsis of the proceeding of the conference, including a history and analysis of the Ann Arbor suit and Judge Joiner's ruling; a discussion of how the school system responded to the ruling; descriptions of programs in San Diego, Chicago and Dallas that are designed to assist dialect speakers to succeed in school; analyses by language experts of the differences between Black and Standard English; and some divergent reactions to the Ann Arbor decision and what it means.

Keynote speakers included Asa Hilliard, John Baugh, Courtney Cazden, William Labov and Orlando Taylor. Comments by noted columnist William Raspberry are included.

Curriculum/ History

Nicholson, D. (1994, Feb., 20). Whose myth is it? In the end, we Americans share a common history. The Washington Post, Outlook, C-3.

The article says that Afrocentrism's popularity is a result of rising crime, dissatisfaction with incompetent schools and teachers, and the erosion of neighborhoods because of drug and violence. Afrocentrism, Nicholson says, meets a welcome need for "Black" Americans and Afrocentrism meets that deep need for **myths**.

The author paints an idyllic picture of Africans and Europeans coming to America, and they had the same cause, building America. He feels that Afrocentrism is an attempt to replace the existing Eurocentric myth. His final word is that we are all Americans, and we should work together.

These types of article require a response. Those who know the truth of African history have the responsibility and an opportunity to write and reeducate.

Power Teaching

Nicholsonne, M. (1988). Strides Toward Excellence: The Harford Height Model. Journal of Negro Education, 57 (3), 322-333.

Nicholsonne, principal, believes that despite race or social and economic background, all children can be taught. And at Harford Heights, Nicholsonne proves her case. Although, the elementary is situated in a low-income Baltimore neighborhood, its student attendance is at a remarkable 95% (Teacher attendance is 65%). Most schools in general cannot merit itself with such a standing. Nicholsonne maintains that with combined efforts from staff, parents, and students, all schools can acquire aforementioned attendance. In addition, developing long-range goals for the students, assessing their progress and utilizing the results to better meet their needs, participating in professional activities that will help increase the school's effectiveness, as well as other recommendations, can also improve a school as Nicholsonne mentions. Nicholsonne designs a formula from which a school can develop and enhance its curriculum. Nicholsonne provides, for instance, a "Guideline for Mathematics Instruction." In this mathematical instruction, Nicholsonne urges that the staff ought to work around a set curriculum while always assessing the student's growth or problems thereof. The said curriculum, supposedly, offers stability for both the teacher and student. hence a sound and developing institution.

The staff believes that all children can learn. and that education is a process characterized by a flexible environment where options and alternatives guide children toward relevant learning experiences planned and implemented cooperatively by students, parents, and educators (page 282).

There are several steps that they have compiled and used to develop their model of success:

1. planning for the next school year
    a. evaluate the accomplishment of their objectives as listed in their current School Program Plan.
    b. they develop a new School Program Plan
2. they meet and review their mission statement; program plan; job descriptions; and guideline, policies, and procedure.

A major component of their success is their recognition of the importance of continuous assessment of the students' growth and continuous adjusting of the instructional program accordingly. The staff is also given on going support as well as needed staff development seminars and workshops. They also stress the importance of having parent and community involvement and support.

I feel that they further stress the fact that there are certain key elements that seem to help to make a school and teaching staff more effective. I think that it is true that outside resources are helpful; however, I think that parents will only be as helpful if they chose to do so. I think that based upon our class discussions that I have further concluded that if you force parents to participate, their involvement will not be as beneficial compared to if you make use of just those parent who volunteer to give of their time and other resources.

Psychology (identity)

Nicolaidis, G. (1993). Deplacement sur la couleur. (Displacement onto color.) 53rd Congress of Francophone Psychoanalysts of Romance Countries (1993, Paris, France). Revue Francaise de Psychanalyse, 57 (Special Issue): 1659-166 1. Language: French.

Discusses the analysis of the 10-yr-old daughter of a Black African father and a White mother and why the Subject thought that the difference between the sexes was determined by skin color rather than by possession, or lack, of a penis. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Psychology/Philosophy

Nobles, W. W. (1972). African philosophy: Foundations for black psychology. In Black Psychology. R.L. Jones (Ed.), pp 709-725. Berkley. CA: Cobb & Henry Publishers.

Not unlike Asante's book, the Afrocentric. Wade Nobles utilizes African philosophy and religion to introduce the reader to an Afrocentric paradigm.

Contrasting the Western philosophy of dualism with the African focus on *Umojah* (unity), Nobles takes the reader on a tour of the major philosophical and spiritual principles of Africa to show how a Western world view is truly inadequate to explain the experience of peoples of African descent. Without referring directly to the African principle of Ma'at, this book show the holistic and inclusive nature of African philosophy, as reflected in the 42 principles of this ancient concept of justice and truth. Since psychology is firmly rooted in, and emanates out of philosophy. Black Psychology must be equally rooted in a thoroughly African experience of psychology and spirituality.

Psychology (self-concept)

Nobles, W. W. (1976). Extended self: Rethinking the so-called Negro self-concept. Journal of Black Psychology, 2, 15-24.

The extended self is a term used to explain the difference between African and Western cultural views of self. The Africans see the self as part of the group. Their identity and concept is within the context of how their people are as a whole. The African people are oppressed in this society and this has an effect on the African group and therefore on each individual. The Negro self-concept is one in which a person is caught between the European system and their African philosophy. It is a state of confusion that is based upon the European traditions being forced upon Africans.

Curriculum

Nobles, W. A. (1990). The infusion of African and African-American content: A question of content and intent. In A. Hilliard, L. Payton-Stewart, L. Williams, Infusion of African and African American content in the school curriculum. Chicago, Illinois: Third World Press.

Nobles argues that most educators don't feel that the inclusion of a culturally sensitive curriculum is important. They treat culture as an added feature introduced on "special days." Since culture is the preponderance of a group of people to "be" in the world in a particular way, it cannot be added on. An individual is their culture. Culture is all that is human, that invisible principle that shapes a person's reality of themselves and the world. Each person is an expression of their culture whether they realize it or not. African American professionals face an additional dilemma. They are educated in a system where they were forced to hide their own cultural belief system. Now that they have made it through the system (erroneously called "success"), they no longer embrace and identify with their cultural roots. Therefore, it is difficult for them to envision using African and African American culture to educate African children. It is a personal paradox, says Nobles, and African Americans must acknowledge this reality to develop a new appreciation for their culture and reclaim it.

This article presents us with several rationales for the necessary inclusion of

African and African American content into the educational curricula for African children. *Infusing Culture in Curricula Content:* Culture, though invisible, influences the development and therefore the content of curricula. Therefore, the culture of the group should always be a consideration. The curricula for African American children should guide learners to acquire knowledge and instill the desire for excellence based on the historical accomplishments of African people. *Infusing Culture Into Curricula Intent:* Education and curricula can find a successful model in ancient African method of education. Education was a process of acquiring knowledge, and transforming into a better human being, reflected in the students' human conduct, social responsibility, and moral character. The article also discusses *Training Methodology, The Teaching of the Sciences, The Application of Culture in Service of Content,* and *The Role of Black Scholarship and Education.*

In his discussion of black scholarship and education, w are presented with a term called "culturally consistent educational praxis" defined as a systematic process of developing and stimulating the knowledge, skill, ability, attitude and character necessary for students to undertake social defined, goal-oriented and culturally meaningful activities." Dr. Nobles suggests that educators should consider this praxis to figure out why the educational system is not working for African children. Educators need to know about Hapshepsut and Imhotep, for instance. What character traits did they possess that created these geniuses? Knowledge of these principles are useful as a prototype for educational praxis today.

Psychology (self-concept)

Nobles, W. (1973). Psychological research and the black self concept: A critical review. Journal of Social Issues, 29 (1), 11-31.

This article reviews briefly the major theoretical approaches to the concept of self and shows the strengths and weaknesses of the two in relationship to the investigation of the black self-concept.

Psychology (testing)

Nobles, Wade W. (1987). Psychometrics and African American reality: A question of cultural antimony. Negro Educational Review 38, 2 & 3, 45-55.

The author presents psychometrics as a tool that could be employed as the supreme instrument for delimiting the meaning and definition of African and African-American mental functioning.

In this article, Nobles is particularly concerned about the measurement of mental functioning, especially when African Americans are being assessed. This is a key issue for many scholars, particularly Dr. Hilliard, who has devoted many books and articles to the inequities and 'bad science' that is practiced in the name of mental measurement. Nobles refers to cultural antimony, in which Eurocentric paradigms and expectations are being used to assess Afrocentric psychology and behavior. Traditional psychometric instruments attempt to reaffirm a belief in the superiority of European culture. Scholars must search for universals in mental functioning. He uses the example of the shift form Ptolemaic celestial science to that of Copernicus and the paradigm shift that was involved in conceptualization and concludes that the reaction of scientists at that time, parallels the resistance of psychologist today to acknowledge this need for a paradigm shift in psychometric measurement. Just as scientist then struggled to let go of an Earth centered paradigm of celestial mechanics, psychologists today cannot let go of a Eurocentric paradigm of psychology.

Psychology

Nobles, W. (1986). African psychology: Towards its reclamation, reascension, and revitalization. Oakland, CA: A Black Family Institute.

Linguistics/Sociology (family)

Norman-Jackson, J. (1982, April). Family interactions, language development, and primary reading achievement of Black children in families of low income. Child Development, 53 (2), 349-358.

In 21 Black families of low income, 24-42 mo old preschool siblings of 2nd graders in 2 contrasting levels of reading achievement (as determined by the Gray Oral Reading Test, Form A) were observed in their homes. Language samples were collected along with descriptions of family activities and interactions. Measured by mean length of utterance, language of preschool siblings of successfully reading 2nd graders was significantly more mature, when compared to preschool siblings of unsuccessful readers. Five years later, primary reading achievement of younger Subjects was assessed. Successful readers differed from unsuccessful when observed as preschoolers; they had participated in more verbal interactions with their families and produced more language that was of greater maturity. The contributions of school-age siblings were significant in providing verbal stimulation to preschoolers who were later successful readers. Group did not differ in Stanford-Binet Intelligence Scale IQ, verbal interactions with parents, or parent-encourages, child-initiated verbal interactions. As preschoolers, unsuccessful readers received significantly more parental discouragement to child-initiated verbal interactions than did successful readers.

Health

Norris, A.E. & Ford, K. (1993). Urban, low income, African-American and Hispanic youths' negative experiences with condoms. Nurse Practitioner: American Journal of Primary Health Care, 18 (5), 40-48.

Citing an alarming increase in the rate of HIV infection in Black youths living in low income urban areas, this research discusses negative experiences with condom use. Results showed an educational need for proper usage of condoms, including specific instructions on application and encouraging participants to practice. After research has identified the need for interventions with Black adolescents, this research begins to look at specific needs and methods to educate and intervene.

Sociology/Anthropology/Traditional Education

Nsamenang, A. B. & Lamb, M. E. (1994). Socialization of Nso children in the Bamenda grassfields of Northwest Cameroon. In P. Greenfield, & R. Cocking, Cross-Cultural Roots of Minority Development. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 133-146.

The main focus of this paper is that the sociocultural environment shapes children's cognitive and affective behavior. Through socialization children of every culture acquire the skills that already exist in their social group. Therefore, studying the values and belief system of a cultural group helps us to gain insight into their socialization process.

The conceptual framework of the Nsu's differs greatly from Western ideas of socialization. Engaging in tasks and close interpersonal contact with adults are very important sources of socialization for the Nsu's children. The community values are embedded in the various social contexts and institutions in which these tasks occur. The essential factor in the child's acquisition of desired cultural behavior and ways of thinking is language. The child acquires sociocultural knowledge through daily verbal exchanges. Nonverbal language is equally important. Signs, symbols, proverbs, and the concept of feelings are important tools used to pass on cultural values to the Nsu child.

The African's frame of reference is collectivism which starkly contrasts Western individualism. Nsu children, working closely with their parents, play an active role in their own socialization. Obedience and social responsibility are more important to the Nsu than a technical command of verbal language and individualism.

In spite of Western influence, Nsu cultural values are still deeply rooted in ancestral traditions. Even so, contemporary parents are concerned about the influence of Western popular culture and the changing world on their children.

Psychology (development)/Sociology

Nsamenang, A. B. (1993). The ecology of child development: Research considerations. Special Edition: Child development in Cameroon. Journal of Psychology in Africa, 1 (5), 81-89.

Discusses research into the physical and cultural context within which child development takes place. Biology interacts with the environment in complex ways during millennia of evolutionary history to shape human development. Genotype is viewed as a biotic masterplan that permits organismic sensitivity and responsiveness to environmental opportunities. The main features of the developmental niche (physical setting, sociocultural environment, and psychology of the caretakers) are presented (C. Super and S. Harkness, 1986), along with the research implications of the ecocultural framework. Social science research in general, and early childhood research in particular, must focus on the African child as an agent of development Because African children are part of the socioeconomic life of their societies more than children elsewhere, they deserve special research attention as agents of national development. (French abstract) (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Anthropology/Traditional Ed.

Nsamenang, B. A.; Harkness, S.; Super, C. M. (1992). Case studies from Africa. In M. E. Lamb, K. J. Stemberg, C-P. Hwang, A. G. Broberg (Eds.), Child care in context: Cross-cultural perspectives, (pp 419-476). Hillsdale, NJ: Lawrence Erlbaum Associates.

(from the book) "Early Childhood Care and Education in Cameroon"; Bame A. Nsamenang; appraises the historical development of and the current situation of early childhood care and education in Cameroon; begin with a brief look at Cameroon and the historical forces that are thought to have shaped the contemporary childhood scenario; this is followed by a description of patterns of and trendlines in caretaking and early childhood education and their implications for nonparental care... "Shared Child Care in East Africa: Sociocultural Origins and Developmental Consequences"; Sara Harkness and Charles M. Super, although the role of the mother as primary caretaker of infants and young children seems to be a cultural universal, there is enormous variation across cultures in the extent to which maternal caretaking functions are shared with others; the traditional societies of East Africa (comprised of Kenya, Tanzania, and Uganda) lie somewhere in the middle on the cross-cultural dimension of sharedness of child care. (summarized) This section includes a commentary, "African Dimensions of Child Care and Nurturance," by Robert Serpell.

O's

History/ Racism

O'Reilly, K. (1989). Racial matters: The FBI's secret files on Black America, 1960-1972. New York: The Free Press..

This book, as the title might suggest, exposes some of the FBI's encounters and survey of black organizations; there are ten chapters in all. Chapter themes addresses topics such as the pursuit of black voters, Martin Luther King, Jr., and how he became a menace for the FBI, how the Ku Klux Klan was perceived by white America, issues such as community surveillance and counterintelligence. In this final chapter, the counterintelligence program of America surveyed organizations such as so-called hate groups as the Nation of Islam and Black Panthers. This book is further important because it surveys a time where the racial climate of America was at an apex. The book is thorough because O'Reilly not only informs the reader about how the FBI perceived black organizations of the time but also how black organizations perceived the FBI; and the political agendas of particular African-American civil right organizations are addressed.

History/ Philosophy

Obenga, T. (1995). A lost tradition: African philosophy in world history. Unpublished doctoral dissertation, Temple University, Philadelphia.

As a student of Asante, Obenga reflects many of his colleague's ideas. Beginning with an introduction to African philosophy, Obenga walks his reader through the great figures of African history: Imhotep (the first philosopher and architect), Lady Peseshet (the first woman doctor), Thales of Egypt, and others, as he retells the story of African thought. By introducing the reader to the historical thought of Cheikh Anta Diop, Obenga show the centrality of the Egyptian principle of *Maat*. He argues that *Maat* has become the virtual foundation of African philosophy and an Afrocentric paradigm. He quotes Hilliard, and other learned scholars who call our attention to the importance of this ancient principle, not only for African scholars, but for the Western society also. He quotes Karenga, the creator of *Kwanzaa*, by suggesting that African studies must be reconstructed according to the principles of *Maat*. I welcome a discussion of reconstruction in an age that is vociferously deconstructing everything in sight! He concludes by reminding the reader that this discussion is of value not only to Africans, but for Westerners also, since Africa was the ancient womb of civilization, and outlines a six part plan for the survival.

Philosophy

Obenga, T. (1989). African philosophy of the Pharaonic Period. In I. Van Sertima (Ed.). Egypt

Revisited. (pp. 277-285). New Brunswick: Transaction.

Philosophy

Obenga, T. (1990). African origin of philosophy. Unpublished Manuscript, Keynote Presentation Second Annual Conference on the Infusion of African and African American Content in the School Curriculum. Atlanta Southern Education Foundation.

Philosophy

Obenga, T. (1992). Ancient Egypt and black Africa: A student's handbook for the study of Ancient Egypt in philosophy, linguistics and gender relations. Chicago: U.S. Office and Distributors: Front Line International (751 E. 75th Str., Chicago Illinois 60619).

Philosophy

Obenga, T. (1994). Major issues in Ancient Egyptian scholarship. Unpublished Manuscript.

Philosophy

Obenga, T. (1996). Icons of Maāt. Philadelphia: The Source Editions.

Psychology (self-concept)/Special Education

Obiakor, F. (1992). Self concept of African-American students: An operational model for special education. Exceptional Children, 59 (2) 160-167.

African-American students who fail in school programs are presumed to have a "low" self-concept. However, this view fails to recognize self-concept as an observable, describable, situation-specific, and measurable phenomenon. In addition, it ignores the cultural biases and prejudices inherent in current self-concept assessment tools. In contrast, the operational model of self-concept, which defines self-descriptive behavior, permits identification of styles, strengths, and weaknesses in the areas of self-concept. The article explores methods for enhancing self-concepts of African-American students and accommodating multicultural perspectives. This article offers an alternative view of the measurement of self-concept. The information gathered from this alternative view allows educators a chance to restore the identity and pride of black students based on an understanding of their self-concept.

Learning Styles/Curriculum

Ogbu, J. U. (1992). Understanding cultural diversity and learning, Educational Researchers, 21 (8), 5-14.

Ogbu summarizes what is meant by the **core curriculum education movement** and the **multicultural education movement**. He argues that neither of these two paradigms will have a noticeable impact on the school achievement of involuntary minorities, the reason being that they are not based on a good understanding of cultural diversity or cultural differences. The author further contends that the problem is not occasioned by differences in culture and language albeit there are important. The relationship between minority cultures/ languages and that of the dominant white American culture and language and the public schools they control is the crux of the problem. Ogbu explores this interrelationship and it impact on minority education.

First, Ogbu classifies minority groups into 3 categories: (1) immigrant, (2) autonomous, and (3) caste-like or involuntary. He than proceeds to discuss how primary cultural differences and secondary cultural difference impact learning in school. Finally, Ogbu delineates some strategies involuntary minorities employ for promoting school success. Some of these work and some of them do not. Examples include: (1) accommodation with assimilation, (2) emulation, (3) camouflaging, (4) involvement in church activities, (5) mentor programs and (6) encapsulation. He concludes that the involuntary community can and should assume a more active role in promoting school achievement.

Psychology (self-concept)

Ogletree, E. (1969). Skin color preference of the Negro child. Journal of Social Psychology, 79 (1), 143-144.

This article is a discussion about the findings uncovered by the author in regard to skin color preferences among African American children. The author conducts this study in order to test conclusions reached by earlier researchers on the subject matter. These researchers claim that African American children reject their race more so than older African Americans, the author's findings reject this claim and provide plausible explanations.

Literature (criticism)

Ojaide, Tanure. Modern African literature and cultural identity. African Studies Review. 43-57.

This article discusses African literature written in European languages and emphasizes that it is not, as Europeans often view it, an extension of European literature. African literature, written in other that indigenous languages is relatively new. There is the danger of losing the true essence of "Africanness" when these works are translated into other languages. The author, however, feels that there is more to African literature than the language. The term "Africa" is not just a geographical location. "Africa" is a collective awareness that has created the ethnic, cultural, social and historical reality of Africans. These factors are expressed in the writings of Africans and are intrinsic to the literature. In other words, language is not the prime focus. More so it is the history and experience of the African writers who create the works that though set in the modern world are "peculiarly African."

Deconstructing the literature of African writers, reveals much about the African worldview, their history, culture, and values. The indigenous African culture has infused itself into the literature providing a relevant background. It is the culture itself that gives the literature allusions, images and symbols, aesthetic direction, and moral and ethical values. Through the literature, the author disabuses minds about colonialism. The authors also serve as the social conscious of society urging the wayward, mindless African return home to their cultural traditions.

Cultural traits are found throughout African literature; the supernatural and spirit possession, and language enriched with proverbs which educate and inform. In addition, the oral tradition is transferred to literature providing a rich and vibrant audience-conscious dialogue. The literature is community oriented and didactic for ethical and value instruction. In short, though written in European languages, African literature is distinctly African.

Psychology (development)/ Health

Okwumabua, J., Okwumabua, T., Hayes, A., & Stovall, K. (1994). Cognitive level and health decision-making in children: A preliminary study. Journal of Primary Prevention, 14 (4), 279-287.

Examined children's stage of cognitive development in relation to their patterns of health decision making, including their cognitive capabilities in integrating the sequential stages of the decision-making process (DMP). Thirty three male and 48 female African American students (aged 6-16 yrs) from 2 urban public schools participated in the study. The Centers for Disease Control Decision-Making Instrument was used to assess subjects' decision making and subjects' understanding of the DMP. Cognitive level was determined by performance on 3 Piagetian conservation tasks. Both the preoperational and the concrete operational subjects performed significantly below the formal operational subjects in terms of total correct responses to the decision-making scenarios. Preoperational subjects also tended to "skip" more steps in the DMP than did Subjects at higher levels of cognitive functioning. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Psychology(development/testing)

Olade, R. A. (1984). Evaluation of the Denver Developmental Screening Test as applied to African children. Nursing Research, 33 (4), 204-207.

The author administered the Denver Developmental Screening Test to 94 children, aged 1 month to 6 years, in urban and suburban areas of Ibadan, Nigeria.

Results indicated many apparent delays in 2-4 yr old's in the area of language acquisition. Family background, in addition to socio-cultural environment, may have been responsible for the delays, however, the "delays" demonstrated were probably a result of utilizing an instrument standardized on English speaking American children on non-English speaking African children.

Psychology(general/identity)

Oler, C. H. (1989). Psychotherapy with Black clients' racial identity and locus of control. Psychotherapy, 26 (2), 233-241.

In this paper, Oler describes the various stages of black consciousness development, and the dimensions of internal verses external control and presents ways in which they connect. Oler defines black consciousness as a black individual's belief or attitude about his or her self or race, and the white majority as they relate to the black experience in America. Oler describes the various stages as follows: (1) Preconscious Stage - individual is not engaged in the process of conversion to a sound black identity; (2) Confrontation Stage - individual has begun the conversion process to a more positive sense of blackness; (3) Internalization Stage - individual has begun to incorporate the positive values that relate to blackness and reduce the number and intensity of anti-white sentiments previously expressed, and (4) Integration Stage - individual has incorporated the adaptive aspects of the preceding stage of black consciousness development.

Psychology (self-concept)

Osborne, J. (1995). Academics, self-esteem, and race: A look at the underlying assumptions of the disidentification hypothesis. Personality and Social Psychology Bulletin.

This study tested three predictions that form the basis for Steel's disidentification theory: (a) that African American students score lower on measures of academic achievement than white students, (b) that African American students tend not to report lower self-esteem than white students, and © that correlates between measures of academic achievement and global self-esteem should be moderate and significant for both whites and African Americans early in their education, but that over time the correlation should weaken for African Americans as they disidentify. However, because there is not specification nas to when this process begins, it is unclear whether our data will reflect a decreasing t rend for African Americans or simply the disidentification after it has already occurred.

The disidentifcation theory accounts for both African American students' poor academic performance and their paradoxically high self-esteem. Steel argued that cultural stereotypes depict African American self-esteem that is not present for whites. Poor performance in school is a threat to personal self-esteem for both African Americans and Whites. However, for African Americans, the poor performance also threatens to confirm the negative racial stereotype. Steel argued that to protect their self-esteem, African Americans disidentify with school; they disengage their self-esteem from how well or poorly they fare in the academic area.

The results replicate previous empirical results and support the first assumption of disidentification theory. African American Students do not have lower self-esteem than do white students.

Sociology/ History

Osofsky, G. (1971). Harlem: The making of a ghetto. Negro New York, 1890-1930. New York: Harper Torchbook.

In this book, Osofsky presents to the reader a remarkable picture of old black New York. Osofsky shows the development of Harlem, from the settling of Jews to the eventual black settlement; Harlem became a decreasing division of New York. There are three major parts in this book: Part one, "The Negro and the city", part two, "The making of a ghetto", and part three, "Harlem slum". In part one, Osofsky discusses, the black migration to New York and their alienation thereof. In part two, Osofsky points, out how landlords, some time even black ones, intimidated, exploited, and billed black tenants more rent than what would have been expected for the time. Philip A. Payton, Jr. for example, rented out his lavish apartments to Blacks, charging them over ten percent above the then deflated market price. In part three, the author concludes with the emerging slum of Harlem and how the residents attempted to save the community. This book also possesses maps, pictures, and other devises in defining the parameters and social dynamics of that time. This book may be used for history lovers and especially for readers who enjoy Anthropology or any type of urban studies.

Anthropology/Rites of passage

Ottenberg, S. (1989). Boyhood rituals in an African society: An interpretation. University of Washington Press.

For those who are truly interested in understanding the procedures and customs that comprise the "rites of passage" in traditional African societies, this book should be mandatory reading. It is presented as an anthropological study of boyhood rituals in an Igbo village named Afikpo, located in Southeastern, Nigeria. The book is well-documented and provides an intensive look at the major stages in the human development cycle that an Afikpo male goes through from infancy to his final maturation into manhood. The author, Simon Ottenberg, professor of anthropology at the University of Washington, spent approximately 9 years living in the village of Afikpo to collect his data. The results of his efforts provide insight into the seemingly complex, but well organized, processes and rituals Afikpo boys experience to become men. Although these processes and rituals may not be replicated in

America, they do provide guidelines and concepts that can be adapted to helping young Black males achieve a sense of manhood that is not determined by a Eurocentric male paradigm. --Useni Eugene Perkins.

Criminal Justice/Sociology

Owens, L. S., M.S.W., & Gordon, V.V., PhD. (1992). Prisons and the criminal justice system. Walker and Company.

This book is a product of the Think Series that uses scholars in various professional disciplines to address important social issues. Of all the problems impacting Black males perhaps none are more damaging and pervasive than the Criminal Justice System. Although Black males comprise approximately 5 percent of the national population, they represent nearly 48 percent of the prison population. Lois Smith Owens and Vivian Verdell Gordon help us to understand why this overrepresentation exists and also make recommendations to change this disparaging statistic. The authors introduce the reader to the Criminal Justice System by tracking a delinquent youth named Cedric who is having his first contact with the system as the result of committing grand theft. As we follow Cedric through the system, e.g. arrest, indictment, trial, conviction and then prison, we are able to discern the multi-layers of instructional institutional deficiencies and racial disparities which make rehabilitation a "smoke and mirror"phenomenon that only perpetuates criminal behavior and fosters recidivism. An excellent resource for criminal justice students and youth workers.--Useni Eugene Perkins.

Sociology/ Criminal Justice, violence & gangs

Padilla, F. M. (1992). The gang as an American enterprise. Rutgers University Press.

The belief held by many critics of street gangs that the selling of drugs is the primary reason gangs exist today is substantiated in this appraisal of a Chicago Puerto Rican gang called the Diamonds. Indeed, the selling of drugs for members of this gang became what they believe is their only means to achieve self-respect and gain a piece of the elusive American Dream. Mr. Padilla describes how the gang culture becomes a "rite of passage" for some young Puerto Ricans who have no compunction about performing the tasks that are prescribed for gang members. Mr. Padilla draws his conclusions from interviews with and observations of gang members that adhere to an ethnographical methodology for collecting data. In many ways, Mr. Padilla's description of the Diamonds can be applied to some Black street gangs who also attract members because of their involvement in the selling of drugs. --Useni Eugene Perkins.

Method./curriculum

Paley, V. G. (1995). Kwanzaa and me: A teacher's story. Cambridge, MA: Harvard University Press.

The details of the experiences of a white teacher in an integrated school setting are the topic of this book. The book illustrates how the idea of race is a national preoccupation in the minds of this society. An exploration of the doubts that blacks feel about their children attending a predominantly white school is a major thrust. The book also expresses the doubts of an African American teacher who feels that she would make more of a contribution in a school that is predominantly black.

As the teacher tells stories to the children, she incorporates stories about a slave named Kwanzaa. Telling these stories is a way to incorporate the traditions, heritage, and culture, of all children in the class. These insertions into the storytelling are a way of helping all the children in the class to develop a sense of self. Just as this book dialogues about race, our preoccupations, and doubts, so to parents and teachers must talk with each other about issues that affect the children and the future of the entire community. These interactions can help to promote a sense of community and kinship and a more positive and realistic relationship among the community and school.

Psychology (self-esteem)

Paras, A., Entwisle, D., Alexander, K., & Weinstein, P. (1990). Social structure and the development of self-esteem in young children. Social Psychology Quarterly, 5 (4),302-315.

Investigated the nature of self-esteem in urban black and white children over their first four years of schooling, using a confirmatory factor analytic model. Data were available for 687 Subjects in 1983, 592 Subjects in 1984, and 553 Subjects in 1986. Subjects responded to a questionnaire that included items measuring children's self-esteem. The rationale and conceptual basis for the model used led to a 5-dimensional structure (character, personal responsibility, academic, appearance, athletic). Estimating the model for age, gender, race, and socioeconomic status (SES) subsamples suggests that this structure applied well to all Subjects and that the dimensions became differentiated more clearly with time. Subjects differed in their average levels on the 5 dimensions: Boys were higher than girls on the athletic and appearance dimensions, and girls were higher than boys on the other dimensions. Blacks surpassed Whites in the athletic and appearance domains. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Anthropology/Curriculum (music)
Pareles, J. (1991, January 28). African sounds spicing up Brazil. The New York Times.

This article illustrates how the diversity of music originating from African culture inspires music in Brazil and other South American cultures.

Psychology (development)
Parker, W., & McDavis, R. (1989). A personal development model for Black elementary school students. Special Issue: Cross-cultural counseling. Elementary School Guidance & Counseling, 23 (4), 244-253.

Presents a personal development model that contains 34 activities designed to facilitate the development of black elementary school students' self-confidence, career goals, skills in social and work relationships, problem-solving, studying, and standardized test-taking. Activities included in the model were selected and developed through consultation with elementary school teachers, counselors, and administrators in predominantly Black inner-city schools. Fifteen counselors' reactions to open-ended questions concerning the model are discussed. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Literature (autobiography)
Parks, G. (1965). A choice of weapons. New York: Berkeley Publishing Co.

Gordon Parks begins his autobiography with a detailed description of his witnessing an execution as a reporter. It is a disturbing beginning that moves right into the author's description of his mother's death. This defining event would break up the author's close-knit family of fifteen when Parks was only sixteen years old. He sets the stage for a young adulthood centered on hopelessness and helplessness.

The book is a coming of age story set in the era of the Depression, rooted in racial oppression. It is not a unique story, but it is deeply personal and moving as the author opens the door to the first half of his life. He credits his mother with instilling in him love, dignity, hard work, and the ability not to "take refuge in the excuse that [he] had been born Black."

He leaves the reader wishing for a second autobiography chronicling the second half of his life

Literature (fiction)

Parks, G. (1963). The learning tree. Connecticut: Fawcett Publications, Inc.

Gordon Parks, a reporter and photo journalist for Life Magazine, wrote a novel about the Wingers, an African-American family, and the conditions that they face in a white, racist society.

He writes from his position as an African-American man who knows intimately what it is like to be forced to live in a society built on racial oppression and white supremacy. The trials and tribulations of the Winger family and their relationship to the world around them seem autobiographical, which adds dimension and makes this an interesting book. Parks does not present a new twist to the social dilemma that all African-Americans face, but he succeeds in making this particular story moving as he reveals the sympathetic and sensitive way this family confronts oppression and attempts to overcome it.

Criminal Justice/ Spirituality/ Sociology

Parson, N., & Mikawa, J. (1991). Incarceration and non-incarceration of African American men raised in Black Christian churches. Journal of Psychology, 125 (2),163-173.

Administered a test battery that included family structure, parenting, childhood behavior, and religious activity questionnaires to 30 incarcerated black males (aged 20-35 yrs) and 30 age-matched, non-incarcerated black males, all of whom were raised in families with strong attachments to black Christian churches. Contrary to expectations, the 2 groups did not differ with respect to family characteristics. Incarcerated subjects differed from non-incarcerated subjects on childhood deviant behavior, church involvement, family influence on values, and peer selection.

Psychology/Spirituality/General

Pasteur, A. B., & Toldson, I. L. (1982). Roots of soul. Doubleday.

To fully appreciate the socialization of Black males, it is necessary to see them within a holistic context. This means we must acknowledge all of the manifestations which help to shape their development. However, we often ignore one manifestation which plays an important role in the socialization of Black males--the creative arts. This omission is the subject of Roots of Soul. Alfred B. Pasteur and Ivory L. Toldsen, both African American psychologists, have postulated that the arts (or "Black Expressiveness," as they call them) serve as a psychological catharsis to help African Americans cope with stress. Western society, particularly in America, is gripped by tension, strain, frustration, and other stresses that significantly lower the quality of life. (It is the rhythmic force that gives momentum to Black expressiveness, we argue, that provides relief from the stresses of Western life.") Blacks have given America and the West a cherishable facet of their African heritage--soul--a medium from the attainment of increased happiness. What makes the Pasteur and Toldson study novel is that it formulates a psychological theory from the intuitive manifestations of African American culture and acknowledged scientific principles. This fusion, thus, enables Pastuer and Toldson to explore the psyche and spiritual characteristics of African American culture in juxtaposition to clinically tested inclinations for understanding human behavior. For example, they extrapolate A.H. Maslow's classic theory of the Hierarchy of Basic Needs to demonstrate how the arts do embrace redemptive qualities for enhancing the socialization process. The educational aids developed by Pasteur and Toldson clearly addresses many of the problems which impede the positive socialization of African American males. Furthermore they substantiate that musics, drama, poetry, expressive movement, etc., can be used as a means to help young people achieve a greater awareness of their true potential, appreciation of their culture, and an improved self-image.

Psychology(testing)/ Special Education

Patron, J. M. (1992). Assessment and identification of African-American learners with gifts and talents. Exceptional Children, 59 (2), 150-159.

This article presents a plan designed to guide the development of theory, methodology, and research related to the psychoeducational assessment of African-American learners with gifts and talents. The relationships among African-American world views, needed psychoeducational assessment theory and methodology, and describable assessment and identification instruments and practices are explored. Assessment paradigms, instruments, and practices most reliable and valid for identifying gifts and talents among African-American learners are offered. This reference is of particular importance because African Americans are under represented in programs for the talented and gifted. One reason is because of the use of standardized intelligence test which are not grounded in African-American culture. This article offers alternative-assessment approached to the identification of gifted and talented black children.

Psychology(self-concept/ testing)

Payne, O. (1992). The effects of motivation and classroom learning environment of black secondary students. Verbal Mathematics SAT scores. Paper presented at the Annual Meeting of the American Research Association, San Francisco.

The Multidimensional motivation instrument and the classroom environment scale were used to examine the effects of the variables motivation: (achievement motivation, academic self-concept, social self-concept, and emotional self-concept) and the classroom learning environment, (involvement, affiliation, teacher support, task orientation, order and organization, and rule clarity) on the verbal and math scholastic aptitude test (SAT) scores of approximately 300 Black high school seniors. Multiple regression indicated that the motivation variable academic self-concept had significant effects on verbal and math scores but no other motivation variable had significant effects. Ability had the strongest positive effects on verbal and mathematics scores while sex had a significant inverse effect on math scores. Results suggest a need for more systematic examinations of the achievement of Black students in verbal and math scores.

Special Education

Peagam, E. (1994). Special needs or educational apartheid? The emotional and behavioral difficulties of Afro-Caribbean children. Support for Learning, 9 (1), 33-38.

Examines the disproportionately high numbers of Afro-Caribbean children placed in schools for children with emotional and behavioral difficulties (EBDs) in Britain. 874 children from 176 schools were identified as having emotional and/or behavioral difficulties. Demographic data show a socioeconomic bias either in terms of the development of EBDs or in the identification of them. Differences were noted in parental attitudes to school problems by ethnic background. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Psychology /General

Pearce, J. C. (1989). Magical child. Bantam Books.

After reading this inspiring book one cannot help but have a sense of awe about the vast potential all children bring into this world. Concomitantly, one cannot also help but have a sense of grief about how we systematically abuse this potential. This book is filled with so much information that I would do it a great disservice by trying to summarize it. Instead, I will only highly recommend it for reading, especially for parents, teachers and child care practitioners. It has profound implications for the development of our children and their ultimate survival. --Useni Eugene Perkins.

Sociology/ Psychology (identity)

Peer-Proofing academic competition among black adolescents: Acting white black American style. (1991). In Sleeter, C. E. (Ed.) Empowerment Through Multicultural Education, 69-94. New York: State University of New York Press.

This chapter discusses chiefly how peer influence is a deterrent to the academic achievement of black adolescents. It is an ethnographic study of thirty-three students, twelve high achieving and twenty -one under achievers. Fordham studied what she termed a fictive kinship relationship among black adolescents. A fictive kinship relationship is one not linked by blood or marriage. It acts as a collective socially identity, where adolescents structure and define their relationship to one another. The article discusses how black children interrelate in an individualistic and competitive manner rather than cooperative and personal. This behavior is a common cultural practice. Fordham says black adolescents seek to affirm and reinforce their membership within the black community, but ironically sabotage their academic achievement. Those black students who do not develop this kinship relationship may develop a sense of racelessness which may enhance their success in school.

Methodology (reading)/Sociology (family)

Pellegrini, A., Perlmutter, J., Galda, L., & Brody, G. (1990). Joint reading between black Head Start children and their mothers. Special Issue: Minority children. Child Development, 61 (2), 443-453.

Examined the behaviors of black Head Start children (aged 43-60 MO) and their mothers around a series of experimental joint reading contexts in their homes. There were two specific objectives: (1) to examine the effects of text genre (narrative and expository) and text format (familiar and traditional) on mothers' teaching strategies while interacting with their children around reading tasks, and (2) to examine the effectiveness of mothers' teaching strategies in eliciting children's participation in the joint reading tasks. Thirteen mother-child dyads were videotaped in their homes while interacting around a series of texts in each genre and formal results indicated that genre, not format, affected mothers' teaching strategies. Further, mothers adjusted their level of teaching to children's level of task competence. Results are discussed in terms of Vygotsky's (1978) notion of the zone of proximal development (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Literature (autobiography & essays)

Pemberton, G. (1992). The hottest water in Chicago: On family, race, time, and the American Culture. Boston, MA: Faber and Faber.

This is a non-fiction book describing the experiences of the author as a black female growing up in the sixties. The book is organized in a number of essays focusing on pivotal experiences in the writer's life. Mixed with personal accounts, Pemberton who has a Ph.D. in English literature, examines significant works of literature and other reflection of culture, to portray the struggle of American-Americans to belong and prevail in a dominant society of oppression. She also details her experiences in the academic milieu, at a period of time when universities were focusing on token minority recruitment

This book provides excellent insight to the diverse and complicated dynamics and experience of African-American middle-class families during the turbulence of the Civil Right's movement and presently. Without self-pity, the author conveys eloquently her helplessness and sadness in the American tradition of oppression and racism and how her family fought using the tools of education, cohesion, and activism to define and carve a place in the face of such obstacles.

Sociology/Racism/ Economics

Perkins, E. (1975). Home is a dirty street: The social oppression of black children. Chicago: Third World Press.

This is a commentary as opposed to a sociological case study of what it is like being an African-American child, and how institutionalized racism and oppression prevent these children from ever reaching their full potential.

Eugene Perkins separates himself from other scholars, both white and African American, who have jobs in mostly African-American, economically disadvantaged neighborhoods, but who just report on the people there. He not only works there, he contends, he lives there too. The place is North Lawndale, which is located on Chicago's far West side. He writes that it is the typical urban, African-American community and could easily be Bedford-Stuyvesant in Brooklyn, New York, or the Hough district in Cleveland, Ohio.

Perkins analyzes the effects of oppression on African-American youth and their response to it, both physical and mental. It is his assumption that it is the political system of the United States that oppresses African Americans and leads to deteriorating social conditions, not the reverse.

He not only addresses issues of physical oppression, but also raises the issue of language, how powerful it is, and how this is the root of mental oppression. Perkins takes the term "ghetto" and analyzes it. He recognizes that all ethnic groups lived in ghettoes as they migrated into the cities, but over time the term has taken on a negative connotation. Now the term is synonymous with an African-American community that is "maligned with crime, slums, deprivation, and social disorganization." For the purpose of empowerment and clarification, Mr. Perkins introduces the term, "Black Ghetcolony," which is a fusion of the terms "ghetto" and "colony," and which he feels better describes these communities.

Media/ Criminal justice & violence

Perkins, J. (1995, February 3). Cinematic violence and real life. The Atlanta Journal Constitution, pp. D2.

Perkins discusses John Singleton's *Higher Learning* and his decision not to attend because it was another Hollywood **hate and violence** "feel-bad" movie. This movie depicts a college war between blacks, skin heads, and others, promoting violence. His point is that Hollywood is not concerned about this negative message that it continues to sent to both whites and African-Americans. The truth is that this movie received praise from the film reviewers along with other violent movies such as "Natural Born Killers" and "Pulp Fiction". The author feels there is a direct kink between violent movies and the increased violence seen among youth.

Criminal justice/Economics

Persons, D. (1992). Black males and crime and delinquency: Violence in search of a purpose. Journal of Multicultural Social Work, 3 (4), 1-16.

Economic changes have brought more problems for black men such as unemployment, poverty, short life span, and low self-esteem. Many of them turn to other areas that are not conducive to a productive life. Such things are gang violence and homicide. This article looks at a national strategy to eliminate poverty and increase educational funds.

Psychology(self-concept)

Pete-McGandney, J. (1995). Differences in adolescent self-concept as a function of race, geographic location, and pregnancy. Adolescence, 30 (117), 95-1-5.

The study compares the self-concept scores of pregnant African American adolescents from urban and rural areas. It was conducted in alternative schools for pregnant adolescents using the self-image questionnaire as data collection instrument with 199 girls 13 to 19 years of age. It was hypothesized that the self-concept of pregnant, African American adolescents would not be influenced by their age or geographic location. The self-concept scores of both groups were not as high as those of a non-pregnant norm group of adolescents but the scores of the pregnant adolescents were very similar regardless of age or geographic location.

Health (substance abuse)/Sociology (family)

Peterson, P., Hawkins, J., Abbott, R., & Catalano, R. (1994). Disentangling the effects of parental drinking, family management, and parental alcohol norms on current drinking by Black and White adolescents. Special Issue: Preventing alcohol abuse among adolescents: Journal of Research on Adolescence, 4 (2), 203-227.

Examined 3 family influences identified as risk factors for adolescent alcohol abuse: parental alcohol consumption, poor family management practices, and parental norms permissive of alcohol use by adolescents. Data were collected over 3 years on 142 black youth and 308 white youth. Parental drinking frequency when the subjects were 12-13 yrs old was a predictor of current alcohol use at ages 14-15 years for both groups. Good family management practices decreased the likelihood of current adolescent alcohol use. Parents of black youths drank less frequently, held stronger norms against alcohol use, perceived alcohol use as more harmful, and involved their children less frequently in family alcohol use than did parents of white youths.

Psychology

Phillips, F.B. (1990). NTU psychotherapy: An Afrocentric approach. The Journal of Black Psychology, 17 (1), 55-74.

Frederick B. Phillips provides a conceptual and historical analysis and schemata for what has come to be known as NTU (pronounced "in-too") Psychotherapy. Phillips outlines the core principle of NTU psychotherapy and examines the cultural and historic roots of these principles affect the therapist-client relationship. There is an underlying focus upon the inter-relatedness of the five core principles which govern NTU psychotherapy.

Psychology/Sociology (family)

Phillips, C., & Asbury, C. (1993). Parental divorce/separation and the motivational characteristics and educational aspirations of African American university students. Journal of Negro Education, 62 (2), 204-210.

Examined the relationship between parental divorce/separation and selected aspects of academic motivation and educational aspirations (EAs) among 900 African American university students (about 352 were from divorced homes and about 520 from intact homes (IHs)). Results for the tests of significance applied are summarized, presented, and discussed according to whether they pertained to motivation indicators or aspiration indicators, respectively. No significant differences were found at all for the EA variable. Subjects from IHs and subjects whose parents were divorced or separated did not perceive themselves differently on any of the descriptive indicators used to operationalize this variable. No significant differences were found between the 2 groups for 3 of the 4 indicators on the motivation variable.

Psychology(self-concept/identity)/ Sociology(family)

Phinney, J., & Chavira, V. (1995). Parental ethnic socialization and adolescent coping with problems related to ethnicity. Journal of Research on Adolescence, 6 (1), 3153.

Investigated ethnic socialization by parents of minority group adolescents. In-depth interviews were carried out with 60 American-born Japanese-American, African-American, and Mexican-American high school students (aged 16-18 yrs) and 1 parent of each adolescent. There were significant ethnic group differences in parental ethnic socialization, with African-American parents more frequently reporting discussing prejudice with their child and Japanese-American and African-American parents emphasizing adaptation to society more than Mexican-American parents. Japanese-American parents stressed achievement alone more than the other 2 groups. Adolescent use of a proactive style of coping with stereotypes and discrimination was associated with higher self-esteem, and use of verbal retorts was related to lower self-esteem. Parental socialization did not have a strong relationship to adolescent outcomes.

Psychology(identity)/ Learning styles

Pinkett, K.E. & Quay, L.C. (1987). Race versus social class: Social orientation and cognitive play in Black and White middle SES pre-school children. Journal of Applied Developmental Psychology, 8, 343-350.

The researchers examined the question of race differences in play type and social interaction style, and how they might relate to school success. Previous research reviewed by the authors, indicated that black children were more people oriented in play, while white children were more object oriented. Object oriented tasks were viewed as related to skills more necessary for academic success. The limitation of these studies was the inclusion of only low SES subjects.

Pinkett & Quay found no statistical differences between black and white middle class SES preschoolers in types of play or social orientation. One gender difference was identified; boys of both races were more frequently found in the high social interaction group. It might be guessed that lower SES children might have less opportunity to play with objects, and therefore gravitate toward peer interactions for play.

The importance of this study lies in the contradictory results from past research. In African-American focuses literature, the tendency for SES status to be synonymous with intrinsic race difference is prominent and criticized. This leads to erroneous assumptions and generalizations regarding child development and learning strategies. It highlights the need for increased research to distinguish the effects of SES versus race based development of behaviors.

Sociology/Psychology

Piotrkowski, C. S., & Katz, M. H. (1982). Indirect socialization of children: The effects of mothers' jobs on academic behaviors. Child Development, 3 (6), 1520-1529.

Following a model developed by M. L. Kohn (1977), it was hypothesized that parents encourage in their children those behaviors they view as adaptive in their own occupational settings. Propositions linking 3 job characteristics-job autonomy, job demands, and skill utilization--to children's school attendance, effort, and achievement were developed. Autonomy was proposed to be negatively associated with attendance, demands positively associated with effort, and skill utilization positively associated with achievement. These relationships were tested in 60 employed, predominantly black, lower socioeconomic status mothers (mean age 38.1 yrs) and their 10- 17 yr old children who were enrolled in an academic summer program. Results support 2 of the 3 hypotheses. As predicted, mothers' job autonomy and skill utilization at work were significantly associated with academic behaviors in the predicted directions. The pattern of findings indicated that relatively specific relationships may exist between the employment conditions of parents and aspects of children's school behavior.

Sociology (family)/Criminology & violence

Plass, P. S. (1993). African American family homicide: Patterns in partner, parent and child victimization. Journal Of Black Studies, 23 (4), 515-538.

In this article Plass examines patterns in partner, parent-child, and child-parent homicides by race; by race and gender; and by race, gender, and age during the period of 1985 to 1987. Plass' studies gives a descriptive analysis of a special subset of family murders, namely, those that occurred among African Americans. Dr. Plass suggest that the categories of partner, parent-child, and child-parent homicide were chosen for examination because they not only compose the core of family relationships for Americans, but they account for the majority of all family homicide events as well. Furthermore, Plass concludes that families who experience economic stress are at a higher risk for experiencing family violence.

Psychology(self-concept)

Plummer, D. (1995). Patterns of racial identity development of African Americans adolescent males and females. Journal of Black Psychology 21 (2), 168-180.

This study examined the construct of nigrescence in the adolescent period. The purpose of the study was to identify development patterns of racial identity attitudes for adolescent African American males and females. The nigrescence theory hypothesizes that in this stage of life development African American adolescents move beyond race as a label learned in childhood to understand the significance of racial identity from a psychological perspective. It predicts that African American adolescents will endorse less pre-encounter attitudes and will primarily express internalization attitudes.

The results that adolescents in this study hold predominantly internalization attitudes. It was not surprising when you look at the African Americans in the study.

Many of them were from middle-class private schools and enjoyed the psychological privilege of being African American at birth. They have been able to celebrate their culture openly, view African Americans on television and in films, and obtain professional positions of influence.

Psychology/Racism

Plump, S. (1973). Black rituals. Chicago: Third World Press.

This book describes the psychological profiles of African Americans in terms of surviving within oppressive America from a anecdotal perspective. The author maintains that in order for African Americans to overcome the oppressive conditions with the U.S. essential steps must be taken. African Americans need to acquire power within the U.S. system by means of mobilization, unification, and organizations.

Schools & Administration/Methodology

Polite, V. (1993). If only we knew then what we know now: Foiled opportunities to learn in suburbia. Journal of Negro Education, 62 (3), 337-353.

Educational outcomes for many inner city black males is bleak. Due to the fact that it is bleak, the migration of middle-income blacks to the suburbs neighboring large cities has increased. Many of the black families that have migrated to the suburbs have young black men who have not taken advantage of the social and economic opportunities that exist in some suburbs. As a result of black families coming to the near-central-city suburbs, whites have been in flight, and those areas have become black suburbs.

An assistant principal of Metropolitan High School in a mid-western suburb conducted a study of African Americans. Though African Americans comprised only 39% of the student population, they were cited for high percentages of the problems leading to suspension. During the 1989-1990 school year these problems were bringing a weapon to school (3), striking a teacher (1), fighting (138), drug-related violations (21), and class disruptions (525). An interview was conducted three years after graduation for this senior group to ask them to reflect on their secondary schooling in terms of strengths and weaknesses of the curriculum, teachers, and counselors. The findings were that the majority of the African American males opportunity to learn were foiled by the students' resistance to schooling as well as the clear lack of structured support from the school in terms of effective teaching.

Power Schools/History

Polite, V. C. Getting the job done well: African American students and Catholic schools. Journal of Negro Education, 61 (2).

This article presents a comparisons between Catholic and public schools and educating African American youth. It also reviews effective schools research in relation to Catholic schooling for African Americans and discusses the major issues. It provides an historical analysis of African Americans affiliation with Catholics, catholic schools, and highlight factors that affect the existence of urban Catholic schools.

Economics/Health/Psychology (development)

Pollitt, E. (1994). Poverty and child development: Relevance of research in developing countries to the United States. Special Issue: Children and poverty. Child Development, 65 (2), 283-295.

Provides 3 examples of how data from low-income countries are helpful in understanding the effects of poverty on child development in the US. (1) In the US, anemia is high among poor African-American and Hispanic babies. In low-income countries, iron deficiency anemia (EDA) causes poor performance on mental and motor tests among babies and children. These data suggest that IDA is a major public health problem among poor minority children. (2) In low-income countries, nutritional supplements targeted to at-risk groups have resulted in developmental benefits. Thus, the US's supplemental food program is likely to buffer intellectual development against the adverse effects of malnutrition observed among poor children. (3) Evidence from developing countries suggests that concurrent illnesses and poor nutrition interfere with schooling. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Psychology

Ponterotto, J.G., Casas, J.M. (1991). Handbook of racial/ethnic minority counseling research. Springfield: Charles Thomas Pub.

One of the deficits in multicultural counseling has been the relatively minimal attention to issues of empirical research, according to Ponterotto and Casas. They attempt to fill the void and provide a comprehensive guide to all aspects of counseling research with American racial/ethnic minorities. Chapter 1 offers up a discussion of the reasons that multicultural counseling is needed and iterate the deficiencies in previous attempts to study the process. The book continues to elucidate on this central theme, delving into specific definition of minorities, demographic characteristics, and the influence of white values on the whole. Nevertheless, the book is more a critique of present and previous research than it is a map of future research.

Psychology(identity)

Ponterotto, J. G. (1989). Expanding directions for racial identity research. The Counseling Psychologist, 17 (2), 264-272.

A commentary on racial identity research. Ponterotto offers some criticism on the black racial development model of Parham and Helms' *The Influence of Black Students' Racial Identity Attitudes of Preferences for Counselor Race* in Journal of Counseling Psychology. The model of "Psychological Nigrescence" of Parham begins with adolescence/early adulthood. Ponterotto's view is that the development of the "Nigrescence" begins in childhood. Ponterotto calls for additional research into how white racial identity develops, because of the implications that this has for cross-cultural interactions in general and cross-cultural counseling relationships specifically. The author further examines Helms' analysis of a tool of racial identity measurement, the Racial Identity Attitude Scale (RIAS). Ponterotto contends that RIAS has strong points as an instrument which measures racial identity, but it is also ineffective as a whole because it does not fairly evaluate all circumstance. Ponterotto also recognizes the limitations of RIAS, calling for development of a new tool for racial identity measurement. After calling for an examination of alternatives methodologies for measuring racial identity, and expanded cooperative efforts in racial identity research, Ponterotto emphasizes the overall value of racial/ethnic identity research and praises the contribution of Pharm and Helms to the field.

Psychology(self-concept, esteem)

Porter, C. P. (1991). Social reasons for skin tone preferences of Black school-age children. American Journal of Orthopsychiatry, 61 (1), 149-154.

Explored the existence of a hierarchical skin tone belief and value system by examining reasons for skin tone preferences among 98 Black children (aged 6-13 yrs). Questionnaire data suggest that skin tone is a salient personal characteristic. Regardless of age or gender, most subjects preferred honey brown tones over darker ones. Concept analysis generated 6 categories of reasons for the choice, identifying differences related to age and gender. The age and gender related reasons for preferences may be related to increasing cognitive development, broadening intragroup social experiences, and specific developmental concerns. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Psychology (self esteem/identity)

Porter, J. (1971). Black child, white child: The development of racial attitudes. Massachusetts: Harvard University Press.

This was first presented as a doctoral dissertation in Sociology at Harvard University, and it relies on the assumption that racial attitudes are developed in the preschool years. It is an empirical study that suggests that racial attitudes are learned rather than innate, and it is supported by a series of "tests" done by prominent Sociologists.

The tests consist of exercises conducted on groups of white and African-American children separately, and they are supposed to measure the extent of racial feelings that each individual within the group has.

Dr. Porter contends that there is an interconnected problem of racial attitudes and self-esteem in African-American children. She offers empirical evidence that shows that there are variations in racial attitudes based on age, sex (gender), social class, inter-group contact, and skin color (for African Americans).

This research is dated, having been done in 1965, and even the author questions if the Black Power Movement, which occurred after the study, would have affected the outcome.

Anthropology/ History/ General

Porter, K. W. (1996). The black Seminoles: History of a freedom-seeking people. Gainesville, FL: University Press of Florida. Revised and edited by A. M. Amos and T. P. Senter.

(from the dust jacket): "Beginning with the early 1800s, small groups of fugitive slaves living in Flordia joined the Seminole Indians (an association that thrived for decades on reciprocal respect and affection). Kenneth Porter traces their fortunes and exploits as they moved across the country and attempted to live first beyond the law, then as loyal servants of it.

"He examines the Black Seminole role in the bloody Second Seminole War, when John Horse and his men distinguished themselves as fierce warriors, and their forced removal to the Oklahoma Indian Territory in the 1840s, where John's leadership ability emerged.

"The account includes the Black Seminole exodus in the 1850s to Mexico, their service as border troops for the Mexican government, and their return to Texas in the 1870s, where many of the men scouted for the U.S. Army. Members of their combat-tested unit, never numbering more than 50 men at a time, were awarded four of the sixteen Medals of Honor received by the several thousand Indian scouts in the West. Porter's interviews with John Horse's descendants and acquaintances in the 1940s and 1950s provide eyewitness accounts. Following Porter's death in 1981, Alcione Amos and Thomas Senter took up the project, incorporating new information that had since come to light about John Horse and his people. . . ."

Methodology/Teaching Styles

Portes, P., Dunham, R., & Williams, S. (1986). Assessing child-rearing style in ecological settings: Its relation to culture, social class, early age intervention and scholastic achievement. Adolescence, 21 (83), 723-735.

Examined the extent to which child-rearing practices may have been affected by the intervention with mothers in a 2 year training program (1968-1969), and the relation between child-rearing style and children's scholastic achievement. Nineteen mother-child dyads who participated in the early-age intervention program, 18 low socioeconomic status and 17 middle SES dyads (controls) were studied. Longitudinal effects were assessed during subjects' adolescence. Subjects were observed interacting with their mothers during a discussion of 7 child-rearing problems. Maternal references to a range of disciplinary measures were identified, analyzed, and related to the subjects' scholastic performances concurrently. A factor analysis of process measures confirmed earlier findings based on self-report data concerning parental disciplinary style. Low SES mothers who participated in an early-age intervention and upper middle-class mothers tended to be less punitive than those in the low SES untreated group. Black mothers were less permissive than those in the white group. Parental disciplinary style was found to be significantly related to school performance.

Criminology & violence

Prothow-stith, D., M.D. (1991). Deadly consequences. Harper Collins Publishers.

Dr. Prothrow-Stith has written a profound and insightful book on why many Black teenage males are being victimized by violence and dying at a rate that should stagger one's conscience. As a surgical intern at Boston's Brigham and Women Hospital, Dr. Prothrow-Stith gained first hand experience in treating the youthful victims of violence and, as a result, began to seek answers and solutions to this grim situation. Dr. Prothrow-Stith provides the reader with a number of resources and strategies to help our youth neutralize many of the social inequities which contribute to violence.

Q's

History/ General

Quarles, B. (1987). The Negro in the making of America. London: Collier MacMillan Publishing.

Quarles fluidly writes about the history of blacks in America. Beginning with slaves and ending his book with contemporary issues facing African-Americans. Quarles, addresses people such as Malcolm X and Frederick Douglass in this work, as well as issues like the employment rate held by blacks in the 1980's. The book is not as scientific in its historical approach, as it is more of a fictitious account of events experienced by fictitious Black.

Sociology (family)

Rabain-Jamin, J. Culture and early social interactions: The example of mother-infant object play in African and native French families. In Woodhead, M., Carr, R., Light, P. (Eds.), Becoming a person. Child development in social context. Vol. 1. London, England: Routledge.

Rabain-Jamin suggests that when researchers share the same cultural background as their subjects, it affects their findings as to whether the mothers' behavior is culturally specific or characteristic of a species support system. Within this context the author reports the results of a language use study in a play situation comparing French with West African mothers living in Paris.

Sociology (family)

Rainwater, L. (1988). Black parents and children in a public housing project. In Handel, G. (Ed.), Childhood socialization. Hawthorne, New York: Aldine de Gruyter.

Illegitimate children; birth order, housing project. The circumstances that surround a child's birth affect the child's social identity. The legitimacy of a child's birth-illegitimacy, birth disorders, environment, affects how the parents and siblings feel about the child.

Linguistics

Ramer, A. L.; Rees, N. S. (1973). Selected aspects of the development of English morphology in black American children of low socioeconomic background. Journal of Speech & Hearing Research. Dec. 16 (4), 569-577.

Used a modification of J. Berko's test (1958) to explore the use of six morphological rules, as a function of age, by 90 black children in the Head Start program. For each of the six morphological rules tested, black English and standard American English take different forms. Five age groups were tested: preschool, kindergarten, and first, fifth, and eighth grades. Results indicate that, in the presence of the white examiner, the occurrence of basilect (black English forms) responses decreased while the occurrence of standard English responses increased as the age of the subjects increased. In no case, however, did even the oldest subjects use standard English responses to the exclusion of the alternate black English forms.

Health

Ramey, C. T.; Brownlee, J. R. (1981). Improving the identification of high-risk infants. American Journal of Mental Deficiency, Mar, 85 (5), 504-511.

Selected 52 Black infants whose families were characterized by low levels of formal education, a fairly low level of maternal intelligence, and very low incomes. By focusing on a group at relatively high risk, the authors hoped to increase the precision and economy of early identification by using more process-oriented information about subjects' early development and environment. As subjects attained six months of age, characteristics of the mother, child, and home were assessed through such measures as the WAIS. At two years of age, subjects were given the Stanford Binet Intelligence Scale and divided into a non-retarded group and a high-risk group. A step-wise discriminant analysis was used to derive a predictor set consisting of the mothers democratic attitudes, subject's temperament, and the amount of time the subject spent outside the home that allowed for the correct prediction of 75% of the subjects, with an overall miss rate of 20% and a false positive rate of 29.6%.

Psychology/Special Education

Ramey, C. T.; Campbell, F. A. (1979). Early childhood education for psychosocially disadvantaged children: Effects on psychological processes. American Journal of Mental Deficiency, 83 (6), 645-648.

Twenty six Black children at high risk of sociocultural retardation attended, from infancy, a day-care center with educational treatment in the form of systematic curriculum. Twenty four control subjects were educationally untreated. The McCarthy Scales of Children's Abilities were administered to both groups at 42 mo of age. The educationally treated group's scores were superior to the educationally untreated group on the Verbal, Perceptual-Performance, Quantitative, and Memory Scales but not on the Motor scale.

Psychology (testing)/Sociology (family)

Ramey, Craig T.; Dorval, Bruce; Baker-Ward, Lynne. (1983). Day care and socially disadvantaged families: Effects on the child and the family. Advances in Early Education & Day Care, 3 , 69-106.

Summarized data obtained from a continuing 10-yr study, the Carolina Abecedarian Project, which was designed to determine whether an educationally oriented day care program that began in infancy could prevent non-organically caused mild mental retardation in children from high-risk families. 54 Black children and their mothers served as subjects; 27 were randomly assigned to the educationally treated group and 28 to a control group that did not attend the project center's day care program. Experimental subjects began attending the Center as young as 6 weeks of age; 98% had begun by 3 months of age. Maternal ages ranged from 14 to 44 yrs; average maternal IQS were in the low 80's (WAIS). Children were administered the Bayley Scales of Infant Development at 12 months; the Stanford Binet Intelligence Scale at 24, 36, and 48 months; and the WPPSI at 60 months. Results indicate a significant difference between the groups at all measurement occasions except the 12-month assessment.

Results indicate that the project has been able to ameliorate the expected decline in IQ of the experimental subjects, which typically begins in the second yr, and it has produced other benefits with respect to their social development.

Learning Styles/Psychology

Ramirez, M. and Price-Williams, O. (1974). Cognitive styles of children in three ethnic groups in the United States. Journal of Cross-Cultural Psychology, 5, 212-219.

Ramirez and Williams report findings of their study which assesses the cognitive style of children from three subcultural groups in Houston, Teas: Mexican-Americans, Blacks, and Anglo-Americans. Ramirez and Williams found that the value systems of the Mexican-American and Black groups had many characteristics in common with the shared-function groups. The data showed that members of groups which emphasize respect for family and religious authority and group identity, and which are characterizes by shared-function family and friendship groups, tend to be field dependent in cognitive style.

Sociolology (family)/ Psychology

Randolph, S. M. African American children in single-mother families. In Dickerson, Bette J. (Ed), African American single mothers: Understanding their lives and families. Sage series on race and ethnic relations, Vol. 10. Thousand Oaks, CA: Sage Publications, Inc.

Discusses the problems and strengths of African American children and their families. An overview of the problems facing children in single-mother families is presented along with race-specific findings. An attempt is made to untangle the cultural matrix that cloaks these children and protects them from poor developmental outcomes. Adaptive strengths that have sustained African American families and communities are presented and discussed as strategies for ensuring optimal development of children in single-mother families. Dimensions of the African worldview, such as spirituality, communalism, positivity, and role flexibility, are used to highlight adaptive strengths of African American single-mother families in fostering development in young children.

Health/Psychology

Rape, R. N.; Bush, Joseph P.; Saravia, M. (1988). Development of children's dental fears: An observational study. Journal of Clinical Child Psychology, 17 (4), 345-351.

Investigated age trends and specificity of response in the dental fears of 50 Black 3-11 year olds from families of low socioeconomic status (SES). Heart rate, observed behavior, and self-reported fear were measured at each of nine treatment phases during routine dental restorations at a community clinic. Phases were categorized as (1) highly invasive, (2) intermediately invasive, or (3) noninvasive. Multivariate analyses indicated higher levels of fear during Phase 1 than during Phase 2 and during Phase 2 than during Phase 3. These effects could not be accounted for by the serial position of phases in the treatment sequence. Age differences in fear were not pronounced during Phase 2. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Media/Feminism

Rapping, E. (1994). Media-tions: Forays into the Culture and Gender Wars. Boston: South End Press.

In this collection of essays, the authors takes a critical look at popular culture and mass media from a feminist perspective. The book is insightful for reviewing the process of analysis and how media presentations revolve around the politics of this country. The author admits that the material she reviews is biased toward white middle class subjects. This bias, she says, is in the media, not the authors. She raises issues about gender, women, families and men. This gives us another view at the psychology of the European male mind.

The author does not err by attempting to take up issues of racial representation. She would be out of context. If one is interested in the process of analyzing the innuendos, nuances, images and messages of mass media, this book is worthwhile. She confirms that white males who dominate this country are consistent in their treatment of anyone unlike themselves in their efforts to suppress, oppress and repress.

Literature/ Learning Styles

Ratteray, R. S. (1933). The African child in proverb, folklore, and fact. Africa, 7(4), 456-471.

The author feels that so-called good intentioned people would do well to find out more about African culture and the ideas of Africa parents before rushing to criticize, categorize, interfere, and offer advice to the child's parents. Interference is based on lack of knowledge and understanding about African culture.

The fact is that in almost all cases it seem that the African parent seeks to create a man or women that is courageous, honorable, and virtuous. The African's system of education as been the unconscious application of experience over many centuries; little is known about their experience of passing on information because there is not much reliable data. It does seem to the author, however, that the African's religious beliefs and ancestor worship have served to shape the mind and character of the African child.

The African is fond of proverbs and stories. Here we are provided with several. For the author they provide evidence that the traditional African society from which these proverbs and stories evolved was quite capable of practicing an effective method of bringing up children. Proverbs help the child to as much as possible learn from their own experience. These proverbs also indicate the most important educational principle. Children learn by watching their elders rather than by conscious instruction. It is also important to note that narrating stories was one of the most important media of instructing children.

The well-meaning advisor might be discouraged against giving the African parent advice on raising their children without knowledge of the Africans conditions. Perhaps the African parent has more wisdom that does European philosophy. It is most important to realize that the African is deeply spiritual, and this spirituality has not been forgotten by African descent people. This knowledge of African spirituality must be taken into account whenever the discussion arises on how to teach and save black children.

Curriculum

Ratteray, J.D. (1990). Center shift: An African-Centered approach for the multicultural curriculum. Washington, D.C.: Institute for Independent Education.

This work gives the reader a national overview of current African-centered curriculums..

There appear to be three approaches for developing an African-centered curriculum. The first approach covers a broad array of African and African-American history. A second approach covers stories of both ancient and modern African people. This final approach that is widely used is called the "Afrocentricity" approach. Ratteray points out three problems within these curriculums. The programs are not completely African-centered, they do not include the history behind the attempts to establish such programs, and none of the programs has ever been evaluated.

Ratteray also points out that in a multicultural curriculum there is always a culture that the curriculum is formed around. It is possible to have a multicultural approach with an African-American center; however, there is no such thing as a multicultural approach with a multicultural focus.

Ratteray goes on to describe five areas of tension between the African-centered perspective and the Eurocentric tradition.

1. The Falsehood of African "Inferiority"
   This notion of inferiority causes Africans to take a defensive stance.
2. Influence of Lay and Trained Historians
   The successes and accomplishments of great leaders are discussed.
3. Developing Independent Institutions
   Because Blacks were not allowed into public institutions, they had to establish their own places of learning.
4. The Black Studies Movement
   Students wanted to learn about their culture, but there was a shortage of experts at that time.
5. Elementary and Secondary Education
   Talked about the conference in Atlanta back in '89.

Linguistics

Ratusnik, David L.; Koenigsknecht, Roy A. (1976). Influence of age on Black preschoolers' nonstandard performance of certain phonological and grammatical forms. Perceptual & Motor Skills, 42 (1), 199-206.

Studied a total of 120 Black and White preschoolers from lower- and middle-class families to obtain normative data on the phonological development of Black children from these two groups. All subjects were chosen from racially segregated preschools or day care centers. Subjects were administered the Good enough Drawing Test and the Columbia Mental Maturity Scale. Phonological and grammatical performance of Black subjects was assessed with spontaneous, paragraph completion, and sentence repetition procedures. For Black subjects, age had a strong effect on nonstandard performance for 7 of 12 linguistic measures. The study indicated that younger children were more likely to use nonstandard English, a trend shared by the White subjects. Data also indicate that age had a substantial impact on the regularity with which Black Subjects implemented nonstandard forms in comparison to the coexisting standard English form.

Linguistics

Ratusnik, David L.; Koenigsknecht, Roy A.; Friedman, Philip. (1973). Ethnic and social class comparisons of standard and nonstandard grammatical usage by preschool children: Vol. 8. 653-654. Montreal, Canada: Proceedings of the 81st Annual Convention of the American Psychological Association.

Investigated the use of selected phonological and grammatical structures among low and middle socioeconomic preschoolers. The lower class group was equally divided by race (black and white), while the middle class group was made up of all white subjects. Four speech elicitation tasks emphasizing different modes of speech stimulus presentation were employed. The four modes of presentation represented different degrees of spontaneity ranging from imitation to spontaneous formulation. For lower class subjects, the generative nature of grammar was observed to be consistent across different stimulus presentation modes on the phonological, but not the grammatical level of language. Phonological and grammatical structures which were characteristic of the low socioeconomic black groups were observed. Some of the results support previous empirical observations of significant overlapping among lower class children in English language behavior, regardless of race.

Power Teaching

Reglin, G. (1994). A series of solutions and strategies: Promoting success for the African American male student. Clemson, S. C.: National Dropout Prevention Center at Clemson University.

A crisis exists among African American males. The problems are categorized into four areas. The first problem is family structure. Over half of African American males are living in households with one parent and most often the parent is the mother. The number of children being raised by a grandparent, usually a grandmother is one in eight. There is an overwhelming number of females interacting with young African American males.

The second problem is the shortage of African American male role models. Negative images of African American males fill the minds of young males in their absence. African American males are also affected by the perceptions of racism and victimization. When many young men hear what is happening to black males and other minorities, they take on the attitude that there is no need to try in a world where you are already defeated. There is also an existence of the African American subcultures derived from sports, entertainers, television, and peer groups.

Suggestions for the success of African American males are given. These suggestions include: High expectations, parent/family involvement, peer tutoring, instruction to reflect learning styles and interests, and responsive classroom environments. More African American role modes must be present in our schools. Staff development is necessary for all educators.

Psychology (identity)/Media

Reid, P. T. (1985). Sex-role socialization of black children: A review of theory, family, and media influences. Special Issue: Gender Roles. Academic Psychology Bulletin. Summer, 7 (2), 201-212.

Reviews the literature on sex-role socialization of Black children. The relevance to Blacks of three major theoretical perspectives proposed to explain the development of sex-role behavior is discussed. Research on familial factors is also examined to determine the extent of ethnic differences in sex-role expectations. Among the factors studied are parental influences and social class. The relative status of male and female roles in the Black community is compared to those roles in the White community. It is concluded that racial comparisons may not be meaningful due to differences in expectations and values. Finally, media models in books and on TV of sex-role socialization are discussed.

Special Education

Reilly, T. F. (1991). Cultural bias: The albatross of assessing behavior disordered children and youth. Preventing School Failure, 36 (1), 50-53.

Focusing on the issues of cultural bias, the author examines the efficacy of the special education system operating within America's schools. Reilly examines the process which relegates children to various special education classes and programs and asserts that "it is not just the level and type of behavior that children exhibit that result in the labeling of children as behaviorally disordered. Rather, it is the particular set of characteristics that make a person uniquely individual and result in different reactions from others in the environment that may be equated with deviance." Reilly goes on to illustrate the pervasive presence of cultural bias in each successive step in the process (identification, decision making, referral and placement, labeling services provided) of shuttling children into special education classes and programs. Reilly concluded by recommending solution to this problem; all of which are directly drawn from the Council for Exceptional Children's Code of Ethics.

Criminal Justice/Economics

Reiman, J. (1990). The rich get richer and the poor get prison. New York: Macmillan.

Reiman presents the ideology and economic bias that exists in the criminal justice system. He presented several empirically based analyses of important topics such as the failure of crime control, decisions as to "what" will be considered crime and "who" will be treated as a criminal, and the idea of a racist criminal justice system. He also proposes some reforms of the system. Reiman (1990) stated that "a criminal justice system is criminal to the extent that it is not a justice system".

The system operates such that it is more likely that those from the bottom of society will end up in prison. He argues that the system is designed to control the poor by labeling crimes of the poor as dangerous acts.

The description of the typical criminal is a black youth, urban and poor.

Blacks are arrested for Index crimes three times that of their percentage in the national population. This suggests a biased system.

Reiman provides the data from several studies suggesting the need to reform the criminal justice system. This book gives a good overview of the system and how it works for the wealthy while suppressing the poor. It ends with some provocative recommendations for taking action on the problems raised.

Sociology (family)

Reis, J. S.; Herz, E. J. (1987). Correlates of adolescent parenting. Adolescence, Fall, 22 (87), 599-609.

Employed an ecological model of the predictors of parenting behavior to define factors that potentially influence teenage parents' parenting skills as measured by the Home Observation for Measurement of the Environment (HOME). Subjects were 177 16-19 yr olds (66 Whites, 111 Blacks). The factors tested include level of punitiveness toward child rearing, knowledge of developmental milestones, level of depression, perceived social support, parental age, and parental race. Analysis revealed that parental race, punitive attitudes toward child rearing, and parental age were significant predictors of total HOME scores. Older, White adolescent mothers with less punitive attitudes toward child rearing and child discipline scored highest on parenting skills.

Sociology (family)

Reis, J.; Barbera-Stein, L.; Bennett, S. (1986). Ecological determinants of parenting. Family Relations. Journal of Applied Family & Child Studies, Oct. 35 (4),547-554.

Used an ecological model of human development to assess the interrelationship between psychological determinantsı of parenting, parental age, and parenting skill in 128 Black and 82 White mothers (average age 17.92 yrs). Subjects' race was found to be significantly related to attitudes toward child rearing, knowledge of child development, and perceived social support. Punitive attitudes toward child rearing and parental race were significant predictors of the quality of parenting, with more punitive and younger Subjects having less supportive and less nurturant home environments.

Linguistics/Power Schools

Reitman, V. (1994, Feb. 15). Tots do swimmingly in language-immersion programs. Wall Street Journal, pp. B1, B10.

Discusses inner city first grade students who attend one of Detroit's

Foreign Language Immersion and Cultural Studies schools. These students receive instruction in Japanese from their teacher who is also Japanese. Linguist agree that a program of this nature not only enhances cognitive skills but give students a cultural appreciation as well.

Health

Rendon, M.; Gurdin, P.; Bassi, J.; Weston, M. Foster care for children with AIDS: A psychosocial perspective. 39th Annual Meeting of the American Association of Psychiatric Services for Children (1988, San Antonio, Texas). Child Psychiatry & Human Development, 1989 Summer, 19 (4), 256-269.

Describes the first foster boarding home program in the U. S. exclusively for children with acquired immune deficiency syndrome (AIDS). Demographically, the "boarder babies" infected with human immunodeficiency virus (HIV) reflect an over representation of minorities and women as victims. Placed with culturally congruous foster parents, 19 Black, 9 Hispanic, and 2 White children have fared well in spite of handicaps inflicted by multiple medical and psychosocial factors. With diagnosis ranging from AIDS to negative seroconversion, the children suffer from various cognitive and developmental delays. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Linguistics/Psychology (testing)

Reveron, W. W. (1984). Language assessment of black children: The state of the art. Papers in the Social Sciences, 4, 79-94.

Discusses the present findings on language assessment for Black children, based on a review of racial linguistic differences, standardized tests, misdiagnosis of language abilities, alternatives to standardized tests, and directions for future test development. Studies show that tests normed on standard English speakers have questionable validity for children who speak other English dialects (i.e., Black English (BE)). Alternatives include modifying tests to account for linguistic features of BE and developing normative data or using tests specifically designed for BE speaking children. It is noted that there are few valid measures capable of distinguishing between a Black child who is acquiring BE normally and one who exhibits a language disorder.

Sociology (family)

Reyes, M. B.; Routh, D. K.; Jean-Gilles, M. M.; Sanfilippo, M. D.; and others. (1991). Ethnic differences in parenting children in fearful situations. Journal of Pediatric Psychology, Dec. 16 (6), 717-726.

Administered M. A. Zabin and B. G. Melamed's (1980) Child Development Questionnaire to 20 Haitian, 20 Hispanic, 20 Black American, and 20 White American mothers of children aged 12 years to inquire how they dealt with the children in fearful situations. Whites were significantly more likely than Blacks or Haitians to report use of modeling and reassurance, whereas Haitians were less likely than the other groups to report use of these methods. Haitians were more likely than some of the other groups to report use of force in these situations. There were no significant differences in the groups' reported use of positive reinforcement or in reinforcement of dependency when two culturally inappropriate items were removed. The reported differences, especially those involving Haitians, were interpreted as reflecting historical and cultural trends.

Linguistics/Teaching styles

Reyes, Maria, de La Luz. (1992). Challenging venerable assumptions: Literacy instruction for linguistically different students, Harvard Educational Review, 62, (4), 427-446.

This article reviews the hypothesis regarding process instruction or literacy, based on the content and process of teaching rather than specific skills of students. English must not be regarded as the only correct language for instruction, and performance of non-English speaking students must not be measured by English language skills alone. Teaching practices must account for cultural and linguistic differences between learners, and linguistically different students must be encouraged to develop individual learning methods without restrictions imposed by teachers.

Sociology

Reynolds, A. J. (1989). A structural model of first-grade outcomes for an urban, low socioeconomic status, minority population. Journal of Educational Psychology, Dec. 81, (4) 594-603.

This study tested a social context, longitudinal model of the early schooling process on three first-grade outcomes for 1,539 ethnic minority children (1,470 were Black and 69 were Hispanic). Estimation of the model through Linear Structural Relations (LISREL) showed the dynamic nature of schooling. Cognitive readiness of children on entering kindergarten had pervasive indirect effects on all first-grade outcomes. The intervening variables of motivation, peers, parental involvement, and mobility had significant direct or indirect effects on the attainment process. Equally important is that these latter variables are directly under the influence of families and schools. The links in the attainment process appear particularly amenable to intervention before or during kindergarten, when school attainment and motivational patterns are still forming. The stability of results needs to be monitored carefully. (PsycINFO Database Copyright 1990 American Psychological Assn. all rights reserved).

Curriculum/ Method.

Rheams, A. E. & Gallagher, M. (1995). CES-Cultural, experiential, skill building: The cognitive foundation. Journal of Black Studies, 26, (1), 3-15.

The authors point out that the lack of progress toward a culturally pluralistic classroom may be the result of any number of reasons. Lack of a comprehensive approach and common definition, a desire to maintain the status quo, and the lack of a realistic assessment of the future workforce may all be reasons why cultural pluralism is not the operative in the classrooms today. The fact is that all of these issues probably play a role in why the classroom environment does not reflect the "real world."

The "assimilation strategy" and the "hero-heroine-ritual approach" are two approaches to multicultural education currently used in the classroom. The assimilation approach denies the value of other cultures. It is based on the belief that the dominant culture is superior. The hero-heroine ritual approach addresses multicultural education as an "add-on" or special occasion rather than incorporating the subject matter into the existing curriculum. Obviously neither of these approaches meet the needs of all students.

The authors developed a model for teacher training that is comprehensive and one they feel begins to address cultural pluralism in the classroom. This model consists of the following three phases:

1. The cognitive-anthropological phase that gives future teachers facts and history about various ethnic groups.
2. The experiential phase that provides opportunities to observe and participate in the activities of various cultures.
3. The skill building phase provides opportunities to acquire skills to teach effectively in a multicultural environment.

According to the article, the CES approach helped students to gain a better understanding and respect through sharing cultural experiences and helped them build their skills in human relations.

More research is necessary in this area, but educators need to practice what they know already about the issue. The nation has changed. To overlook this fact will place the United States educational system in an unenviable position and leave students unprepared for the culturally pluralistic society in which they will live and work.

Political Science/Philosophy/General

Richards, D.M. The ideology of European Dominance. (1979). The Western Journal of Black Studies, 3 (4), 244-250.

In this article, Dona Marimba Richards, (aka Marimba Ani) critically discusses her views on Western Social thoughts as it is presented in terms of the values and judgements as they related to Africans and their heritage. She argues that because of the intimate connection between Western European worldview and Western European social theory, science as we know, it is either irrelevant or dangerous to African people. She suggests that there is no such thing as an objective scientist and that black social theorists presumably have no use for the myth of objectivity, a myth which has served the interests of Western European political objectives. Dr. Richards suggests that contrary to the propaganda of academia, white social theory does not represent a universally valid and "objective" body of thought. Instead, it represents a particular view of the world as seen from the perspective of Western European superiority. According to Dr. Richards, an image of the inferiority of African civilization is inherent in the terms, definition and theoretical models on which white social theory is based. Thus, European scientific paradigms cannot be used for the purpose of understanding the human experience.

Anthropology/Spirituality/General

Richards, D.M. (1980). Let the circle be unbroken. Trenton: Read Sea Press.

In her book, Dr. Richards (aka Marimba Ani) discusses the conspiracy to separate African people from African culture throughout the diaspora. She addresses the theory that suggests that the trauma of slavery severed all ties between African people and their ancestors, culturally and physically. Dr. Richards presents evidence supporting the view that Africa survives in the spiritual makeup of its descendants across the diaspora. She asserts that the strength and depth of African spirituality has allowed for the survival of African-Americans as a distinctive cultural entity in the United States and that some spirituality defines the African response to European culture.

Dr. Richards gives detailed examples of African retention in African-American culture. She suggests that a true understanding of the African experience in North America necessitates the use of two concepts, ethos and worldview. She maintains that the two are critical cultural concepts that refer to essential aspects of human group experience. She further asserts that ethos is intimately related to culture; both influencing it and being influences by it. She also discusses the relationship between ethos and worldview, both being by-products of culture and both helping to create culture.

Presented also are discussions on the African Maafa, African retention in

South American and the Caribbean. African Diasporic ritual Drama, the meaning of rhythm, the power of Nommo, and denials of African Diasporic humanism.

Sociology/Racism

Richardson, Stephen A. and Royce, Jacqueline. (1968). Race and physical handicap in children's preference for other children. Child Development, 39, 467 - 480.

Richardson and Royce rationalizes the salience of skin color and physical disability in the establishment of one child's preference for another. The authors analyzes previous studies by: Matthews and Westle, "Social Doll Technique", Clark and Clark, "Doll Test", and Horowitz's analysis of the development of attitudes towards Negroes among White children from kindergarten through eight grade, in order to provide a foundation for their rationale of study.

As a result of the author's studies conducted, it is suggested that although children are more likely to have prejudice towards the handicap than race, skin color influences a child's preference over another.

Psychology(testing)/Learning styles

Richmond, B. O. (1962). Creative and cognitive abilities of white and Negro children. Journal of Education, 23, (4), 566 - 580.

This study examines the differential performances of white and black children. Its purpose is to ascertain both cognitive and creative output of white and black children in order to better understand the need for educational experiences appropriate to their current level of functioning.

Subjects were 34 black and 36 white children, in segregated eighth grade classes. All tests were administered on two successive days. Test battery included Thorndike Tests which measured verbal and non-verbal cognitive functioning and the Torrence test of Creative Thinking composed of seven factors, three verbal and four figural.

Results of the test indicate that black children have a higher ability to develop, embellish or otherwise elaborate ideas. This finding supports the hypothesis that creativity scores provide an understanding of students in addition to those provided by the traditional test of intelligence.

The researchers conclude that a more comprehensive understanding of creativity along with the implementation of educational practices to enhance creative expression, can be useful in providing meaningful educational experiences to the disadvantaged child.

Psychology (development)

Richter, L. M.; Grieve, K. W. (1991). Home environment and cognitive development of black infants in impoverished South African families. Infant Mental Health Journal, Summer, 12 (2), 88-102.

Examined the interrelationships between home environment (HE), mental and psychomotor development, growth, and socioeconomic status (SES) among an urban sample of 305 African infants (aged 2-30 mo). Subjects were assessed on the Bayley Scales of Infant Development and the Home Screening Questionnaire (C. E. Coons, 1982). Information regarding the family's SES was obtained during interviews with caretakers. No significant relationships were found between parental education and occupation and infant cognitive development, but quality of the HE was positively correlated with these indices of parental SES. However, HE scores were significantly related to mental development, independent of parental education and occupation. Findings support the idea of the importance of the quality of the HE for infant development.

Health/Psychology (development)

Richter, L.; Griesel, R. (1994). Malnutrition, low birth weight and related influences on psychological development. In Dawes, A., Donald, D. (Eds.), Childhood & adversity: Psychological perspectives from South African research. Claremont, South Africa. David Philip Publishers (Pty) Ltd.

Focuses on undernutrition, as assessed by low birth weight and inadequate growth in South African children. Deals with moderate to severe undernutrition, which is often referred to as malnutrition, growth as an index of environmental adequacy and individual well-being-(low birth weight, growth of infants and children, consequences of poor growth, theories of malnutrition effects-, growth and development in the micro-environment -home environment and caretaking practices, disturbances of affect in malnutrition, and transactional models of undernutrition.

Sociology (family)

Richter, L. M. (1989). Household density, family size and the growth and development of black children: A cross-sectional study from infancy to middle childhood. South African Journal of Psychology, Dec. 19 (4),191-198.

Examined the relationship between household density (HD), family size (number of children), and the physical growth and psychological development of 1,011 Black children (aged 2 months-9 years). HD was not related to family size or socioeconomic status (SES), as the housing shortage forces most families to share accommodation. Higher HD was related to smaller growth among children from the beginning of their third year, and both higher HD and increased family size were related to lower scores on the developmental measures from 6 years of age on. While HD levels remained constant across the age span represented by the subjects, household and family structures underwent several changes, including increased nuclearization. In general, HD measures did not yield data relating to important changes in the interpersonal environment of growing children in Black townships. (Afrikaans abstract) (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Criminal Justice

Ridea, W., & Wikberg, R. (1992). Life sentences. Times books.

The fact that prison life is often oppressive and dehumanizing is no revelation to anyone familiar with the criminal justice system. Accounts of infamous prisons like Alcatraz and San Quentin have served as the backgrounds for many movies depicting prison life. But movies seldom describe the realities of life and if one is truly interested in what goes on in some prisons, Life Sentences is an excellent primer. Set against the background of another infamous prison, Angola Penitentiary in Louisiana, this book pulls no punches and will leave a reader either outraged or pleased that criminals are treated like caged animals.

The authors of this profoundly graphic book are serving life terms at Angola and have for many years co-edited the prison's highly acclaimed newspaper, *The Angolite*. As lifers they know fully well the horrors of prison life and as accomplished writers are able to articulate those horrors with dialogue that touches our souls. In a series of articles that were published in *The Angolite* over an eleven year period we hear and learn about prison life and why prisons fail to rehabilitate the majority of their inmates.--Useni Eugene Perkins.

Media/Racism

Riggs, M. (1987). Ethnic Notions. To order this video and others, contact: Resolution, Inc./California Newsreel (African-American Perspectives catalogue) 149 Ninth St. Ste. 420 San Francisco, Ca. 94103 (414)621-6196.

This 56-minute documentary is an excellent examination of the negative stereotypes that have been perpetuated by popular culture towards Black people.

Marlon Riggs follow-up documentary Color Adjustment continues the same examination with a focus on the how television perpetuates negative stereotypes and anti-Black prejudice.

An excellent discussion and teaching tool for classrooms, workshops and living rooms.

Media

Riggs, M. (director). Color Adjustment, video. To order this video and others, contact: Resolution, Inc./California Newsreel (African-American Perspectives catalogue) 149 Ninth St. Ste. 420 San Francisco, Ca. 94103 (414)621-6196.

Marlon Riggs (producer-director-writer) gives a detailed history of how television portrayed the American dream and the ideal American family. As we journey through this history we find that Black people were not a part of the "ideal American family" and those who were in film portrayed one dimensional, non realistic icons. The question is still being asked, "Are African-Americans included in the American dream as portrayed by characters in Hollywood? Are these characters perpetuating positive role models?" Present day characters, unlike the comical ones of yesteryear, tend to address more realistic, social and political issues of today.

Learning styles

Risholm-Mothander, Pia.(1985). Barn-vardaranknytning i Ostafrika--finns det en generell modell for relationsutveckling? The development of the child-care giver relationship in East Africa, Nordisk Psykologi, 37 (2), 109-118.

Contends that, in contrast to Western dualistic and dialogical approaches to the form and content of the parent-child interaction, dyadic reinforcement is not encouraged in group oriented societies in East Africa. The normal East African child does not become an individual with a strong ego and consciousness of his/her own resources but develops a strong group ego that dominates the individual ego. It is argued that psychologists who want to understand the development of personality in children from other cultures must extend their knowledge of the influence of cultural values on the early child-care giver relationship.

Schools (general)

Rist, R. C. (1993). The urban school: A factory for failure. Cambridge, MA: MIT Press.

By examining poor and black school children, the author describes the role teachers have in determining the academic success or failure of their students. He concludes that the present structure in which students are educated directs them to low achievement.

Psychology

Rivers, R. Y.; Morrow, C. A. (1995). Understanding and treating ethnic minority youth. In

Joseph F. Aponte, Robin Young Rivers, Julian Wohl, (Eds.), Psychological interventions and cultural diversity. Boston, MA: Allyn & Bacon, Inc.

Ethnic minority youth present unique mental health issues because of their developmental status and membership in their ethnic culture. Some of the issues are related to sociocultural conditions (e.g., poverty, prejudice, racism), whereas others are developmental issues faced by all youth. The discussion explores issues related to the treatment of ethnic minority children and adolescents and focuses on African-American, Native American, Asian-American, and Latin American (Hispanic) youth. Comparisons will be made across these groups as well as consideration of variations within groups. A discussion is presented on the sociocultural conditions and mental health and social problems experienced by minority children and adolescents, the types of psychotherapeutic interventions directed toward these children and adolescents, and some of the issues involved in treating them.

Psychology (development)

Roberts, J. E., Burchinal, M. R., Campbell, F. A. (1994). Otitis media in early childhood and patterns of intellectual development and later academic performance. Journal of Pediatric Psychology, 19 (3), 347-367.

Examined long-term associations between otitis media with effusion (OME) during the first five years of life and patterns of intellectual development from 3 to 8 years. Also studied the academic performance after attending elementary school for three years. Fifty five Black socioeconomically disadvantaged children were studied prospectively between birth and 8 years of age. OME history was routinely documented from birth through five years during healthy and illness periods. Two aspects of children's OME experience were examined in relation to developmental outcomes: 1)whether the OME occurred during infancy or preschool years and 2) if the OME tended to be recurrent or persistent. Although OME during the first five years was not related to patterns of overall intellectual development between ages three and eight years, recurrent OME during infancy was a negative predictor of teachers' ratings of children's task orientation/distractibility in the classroom. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Linguistics

Roberts, J. E.; Burchinal, M.; Footo, M. M. (1990). Phonological process decline from 2 ½ to 8 years. Journal of Communication Disorders 23, (3), 205-217.

Examined the phonological development of 113 Black, 31 White, and 1 other children aged two to eight years. Speech was assessed annually using the Goldman-Fristoe Test of Articulation for the occurrence of both common and uncommon phonological processes. A marked decline in process usage was observed between the ages of 2 ½ and 4 years and infrequent process usage was observed after the age of 4 years. Uncommon processes were used infrequently, even at 2 ½ years. No sex differences were found. Race differences were found with respect to isolated processes. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Sociology/General & Miscellaneous

Roberts, G.W. (1994). Brother to brother: African-American modes of relating among men. Journal of. Black Studies, 24 (4), 379-390.

The author explores the role of culture and societal expectations of masculinity in relation to modes of communication among African-American males. Most previous research in the area of male interrelations focused on the Euro-American male. There is a need to explore aspects of black males communication.

The white masculine socialization process of manhood reflects the values of competitiveness, dominance, and inexpressiveness, while minimizing trust, and openness. Self-worth is based on superiority, which interferes with intimacy. The author, while recognizing the impact of dominant culture socialization of gender behavior, proposes a different model for African-American males influenced by historical tenets of traditional African culture. The indigenous African model of masculinity emphasizes the importance of the community as opposed to individual needs, and cooperation over competitiveness. This behavior leads to caring, respect, and reciprocity. Because this African tradition has been altered, by exposure to European influences, complex and contradictory forces shape Black make attitudes and practices. For example, studies have shown that Black men visualize an ideal woman as subservient, yet actually prefer independent women.

Criminal Justice, Violence

Robins, Lee Nelken; Ratcliff, Kathryn Strother. (1994). Risk factors in the continuation of childhood antisocial behavior into adulthood. In David P. Farrington, (Ed.) Psychological explanations of crime. The international library of criminology, justice & penology. Aldershot, England: Dartmouth Publishing Company Limited.

Considers nine indicators of antisocial behavior in childhood including arrests, incarceration, excessive elementary-school absence, truancy, drinking, alcohol problems, sexual intercourse, marriage, drug use, and association with friends who were in trouble with school officials or the police. Reexamines the histories of 30-35 year old young Black men, using more complete measures of both their early behaviors, occurring before age 15, and their family environments in an effort to locate family descriptors that might have increased our prognostic precision of antisocial behavior. The research attempts to resolve the controversy about whether antisocial behavior in people reared in lower-class environments is "normal".

Sociology

Robins N., Wish, E. (1994). Childhood deviance as a developmental process: A study of 223 urban Black men from birth to 18. Social Forces, S6 (2), 448-473.

Explored whether or not deviance can be viewed as a developmental process in which one type of deviant act leads to another. Criteria that would need to be met if such a process exists are proposed. These criteria are applied to data from records and interviews with 223 Black men concerning the ages at which 13 kinds of childhood behaviors began. Results appear consistent with both a quantitative and a qualitative developmental process.

Political Science/Philosophy/General

Rodney, W. (1990). Walter Rodney speaks: The making of an African intellectual. Trenton: Africa World Press.

Rodney lectures about the responsibility of Blacks to educate themselves as well as how Blacks intellectuals in the past have transformed society. In essence, this book is a composite of different essays/lectures which are primarily about Blacks becoming aware of their condition and developing critical consciousness. In one essay, "The Nationalist Pilgrimage", Rodney remembers how during 1960 or 1963 the University of the West Indies was becoming an institution where students and faculty were redefining themselves as a nation of people. In other essays, Rodney discusses how Blacks of the Diaspora are not as intellectually disciplined as Africans living on the continent who use their education to remake governmental policy. Therefore, education does not seem as a useful broad discipline to some Blacks. Rodney believe being well-read will help elevate Blacks. Rodney believes that Blacks ought to become observant of their political, social, and economical positions in order to free themselves from the inequities of racism.

History/ Economics/Politics

Rodney, W. How Europe underdeveloped Africa.

The primary economic system used by the Europeans shortly after they invaded the continent of Africa was colonialism. This is Rodney's premise, that Europeans deliberately depleted the once mineral- and resource-rich nation for the purpose of the invaders' benefit only, and that this depletion or underdevelopment led to the current crises that Africa faces today. He describes colonialism as being a system of economic and political rule whose infrastructure is primarily oligarchical, but not necessarily so. The oligarchy rules by controlling the flow of money and weapons, as well as the religious practices of the subdued. This situation results in a severely underdeveloped condition of the colonized, manifesting itself in the form of improper social services, insufficient health maintenance, poor housing facilities, and substandard education. He cites many examples to illustrate this condition, but the situation of British East Africa stands out as particularly harsh and brutal. In East Africa, the distribution of resources began with the invading whites getting first pick at the best of the stock, followed by their servants, the Indians, leaving the majority of the population, who were black, last in their own country.

Rodney argues that Europe adversely affected Africa in its development. Rodney suggests that Africa exists as it does [i.e. Africa has had substantial problems in its economic, cultural, agricultural, etc.], because Europeans took valuable resources out the country which has had a detrimental effect on Africa's growth and position in the world market. One of Rodney's arguments maintains that because Europeans raped the African villages and nations of its youth, the country was forced into a state of stagnation. Rodney syllogized that since Africa is a country of agricultural people, the land was not maintained, and therefore the agricultural systems deteriorated. The old and less physically robust were not as able to preserve the land as their children. The book does not apologize for the state of Africa but offers logical arguments to explain its condition. Rodney employs statistics, logs, and other devises to prove his argument. Many Black historians use the text as an excellent historical/sociological reference.

History

Rogers, J. A. (1947). The world's great men of color, volume 1. London: Collier-Macmillan Publishers.

In the first volume of this seminal work, Rogers focuses on two continents and one historical era. Contrary to the title of the book, a few women are cited, but it is primarily about the achievement of non-white men. It is a collection of brief biographies of varying lengths that list some of the highs and lows of its subjects. The historical era he chose to begin with is the era before Christ. Some of the notable people mentioned are Imhotep, the first Christ-figure (Prince of Peace) in recorded history; the Father of Medicine (predating Hippocrates by almost four centuries); Queen Hatshepsut, the Ancient Egyptian Queen who pretended by be a man in order to rule Kemet (Egypt); the great military strategist, Thutmoses III; Piankhy; Makeda, Queen of Sheba; and Hannibal of Carthage.

On the continent of Asia in the A.D. era, some notables are the Muslim poet Antar; Bilal the first muezzin; Malik Ambar, great Indian statesman and lover of the arts; Eugene Chin, a Chinese statesman; and Queen Zenobia. On the continent of Africa he writes about such great men as Osei Tutu, the founder of the Ashanti Empire; Askia the Great, builder of Timbuctoo Empire; and Chaka of the Zulus.

History

Rogers, J. A. (1947). The world's greatest men of color, Volume 2. London: Collier-Macmillan Publishers.

In the second volume of Rogers' vast collection of biographical sketches of some of history's greatest men and women, he focuses on the post-Christ era. He starts in Europe, where he compiles the life stories of such luminaries as Alessandro de Medici, the first Duke of Florence; Jean-Louis, the World Famous swordsman and duelist; and Ira Alrdige, considered by many to be the greatest Othello of all time. His foray into South and Central America introduces us to Vincente Guerrero, the Mexican liberator and President; and Machado de Assis, the first great writer of Brazil. In the West Indies he writes biographies of Cudjoe, the great Maroon chief in Jamaica; Delgres, the staunch Haitian patriot who defied Napolean; and Antonio Maceo, the invincible lion. Finally, he covers the United States. Here he deals with people like Nat Turner, the leader of the greatest Slave Revolt in American history, W. M. Trotter, a fiery speaker and man of principle; and Marian Andersen, the famous contralto who sand with Dr. King at the March on Washington. He also highlights the accomplishments of specific people by country rather than continent and lists some of the achievements of Spain, Italy, Arabia, Egypt (ancient and modern), Ancient Rome, Russia, Portugal, Austria, Brazil, Germany and France.

Psychology

Rosella, J.D., Albrecht, S.A. (1993). Toward an understanding of the health status of Black adolescents: An application of the stress coping framework. Issues in Comprehensive Pediatric Nursing, 16 (94), 193-205.

An overview of the psychosocial functioning of Black adolescents who live in under developed environments. Data collected revealed high rates of depression, psychiatric hospitalizations, and suicides. Socially, a high rate of school drop outs and juvenile delinquency, chronic exposure to violence, substance abuse, and teen pregnancy. The article focuses on the use of stress coping interventions to increase well being and mental health in Black adolescents.

Psychology (self-esteem)

Rosenberg, M., Simmons, R. G. (1971). Black and white self esteem: The urban school child. Washington, D.C.: American Sociological Association.

This study investigates race and self-image among children in an attempt to associate academic achievement and self-esteem.

Findings suggested that compensatory education programs are not required to improve low academic achievement among Black children who live in poverty.

A sample of children in a urban public school system were interviewed. The data collected verified that Black children's grades, on the average, are lower than white children's grades. The gap increased from elementary to secondary school. However, the findings did not show that the cause of these lower grades was because of low self-esteem in Black students. The self-esteem of White students was found to be substantially lower that than of Black students. Black students appear to have defense mechanisms which protect their self-esteem such as selective interpretation, selective perception, and selectivity of values. African Americans may have unique coping strategies that protect them from societal structures that do not affirm and respect them.

This research may lead to further exploration of the relationship between Black academic functioning and its influence on self-esteem.

Psychology/Criminal Justice

Rosner, R., Schwartz, H. I. (Eds.) (1989). Juvenile psychiatry and the law. Series title: Critical issues in American psychiatry and the law, Vol. 4. New York: Plenum Press.

This volume presents issues related to child forensic psychiatry and adolescent forensic psychiatry. Two programs were developed by the Tri-State chapter of the American Academy of Psychiatry and the Law to address these issues, "Sexual Offenses against Minors" and "Juvenile Criminality." Though the focus is on youth in their teens, the researchers imply that the problems faced by teenagers can be applied to the broader subject of childhood growth and development. This book is designed for the psychiatric professional who must function as an expert in juvenile psychiatry and the law.

Linguistics

Ross, P. E. (1991). Hard words: Trends in linguistics. Scientific American, 264, (4) 138-147.

Presents the monogenesis of language and reviews the linguistic parallel of the "Eve hypothesis" formulated by Allen C. Wilson, Mark Stoneking and Rebecca L. Cann of the University of California at Berkeley compared samples of DNA to trace the entire human population back to a single woman in Africa perhaps 150,000 years old. The author suggest that humanity has one common genetic inheritance.

Psychology (development)

Rowe, David C.; Vazsonyi, Alexander T.; Flannery, Daniel. (1995). Ethnic and racial similarity in developmental process: A study of academic achievement. Psychological Science, 6 (1), 33-38.

Correlation matrices were computed on academic achievement and family environment measures using longitudinal data on sibling pairs. Assessment instruments included the Home Observation for Measurement of the Environment and an indirect measure based on sibling correlations for achievement. Data were from 1,130 children (mean age 9 years in 1988) of participants in the 1979 National Longitudinal Survey of Youth. The 8 * 8 correlation matrices were computed on Hispanics, Blacks, and Whites separately. When compared employing a LISREL method, the matrices were equal across the ethnic-racial groups, suggesting that developmental processes influencing academic achievement may be similar in Hispanics, Blacks, and Whites. A structural equation model with four free parameters was fitted successfully to a correlation matrix pooled across groups. The existence of minority-specific developmental processes was not supported. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Linguistics

Roy, J. D. (1987). The linguistic and sociolinguistic position of Black English and the issue of bidialectalism in education. In Peter Homel, Michael Palij, Doris Aaronson,(Eds.) Childhood bilingualism: Aspects of linguistic, cognitive, and social development. Hilldale, N. J.: Lawrence Erlbaum Associates, Inc.

Reviews the development of Black English and contrasts its development with that of bilingualism by immigrant groups who had not forcibly been brought to America. Begins with the development of Black Creole and the social processes that transformed creole into the more familiar Black English of today. This pattern of development seems to differ from that of other dialects, particularly regional dialects. Black English represents a convergence toward Standard English from Black Creole. Other dialects usually represent a divergence from Standard English. This research suggests that English teachers respect the background and dialects of their students.

Health

Royeen, Charlotte B. (1987). TIP--Touch Inventory for Preschoolers: A pilot study. Physical & Occupational Therapy in Pediatrics, 7 (1), 29-40.

Summarizes the steps in developing the Touch Inventory for Preschoolers (TIP), a measure of tactile defensiveness in preschool-aged children. The scale was pilot-tested using 25 Black preschool children (aged 2-4 years) from a university preschool center. The scales were administered individually to the teachers by 1 of 5 occupational therapy students, and all scales were, administered over a 2 week period. Provisional psychometric characteristics of the scale are presented and discussed. Results suggest that quantitative evaluation of tactile defensiveness in preschool-aged children appears feasible. Continued development and refinement of the scale are warranted. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Sociology (family)

Ruggles, S. The origins of the African-American family structure.

The author uses empirical data to historically trace race differences in the family structure of Euro-American and African-American families. Ruggles seeks to confirm the assertion that single parenting among African-Americans is an American phenomenon. The research briefly examines reasons for this occurrence in the African-American family., and also investigates why extended families are more normative in the African-American community than in the Euro-American community.

Sociology/Racism/General

Russell, K. Wilson, M. & Hall, R. (1992). The color complex: The politics of skin color among African-Americans. New York: Anchor.

This book is about understanding the impact of color consciousness within the African-American community. The authors discuss the idea of "color complex," which is the psychological fixation about color and features that cause African-Americans to discriminate against each other.

This topic is one of those issues that many African-Americans would rather pretend does not exist. This issue is important for educators to understand. Hopefully the book will raise consciousness about color prejudice. The book combines research and information from a variety of sources including African-American literature, scholars, media personnel, and business leaders.

A sociological perspective on race, Russell, and others examine inter-race discrimination. In the first chapter, "Master, Slaves, and Lovers," the authors discuss how race mixing divided Blacks. Slaves, for instance, who were of light complexion were favored over Blacks who were dark. Through this favoritism, light complected Blacks fell into the trap of thinking of themselves as elite. Darker skin Blacks also began to believe that light skinned Blacks were elite. This slave experience has led to a subconscious belief system in the African American community that favors lighter skin and rejects dark skin.

The authors suggest that Blacks the Euro-Western structure of the United States promotes Euro-Western icons of beauty, causing them to negate themselves. In chapters like "Hair: The Straight and Nappy of It All" and "Divided Families and Friends," and "Color Harassment in the Work Place," gives the reader a deeper understanding of the issue and provides suggestions for dealing with the problem.

Racism

Ryan, W. (1971). Blaming the victim. New York: Vintage.

The author challenges the reader to critically examine the oppressive system in America that imposes inequalities and injustices on members of certain ethnic groups. He contends that those who allow themselves to blame individuals who experience injustices, are not thinking and taking a realistic look at the situation. A critical examination institutional systems will uncover practices that celebrate Euro-American culture and beliefs while disrespecting the cultures of children from other ethnic groups.. An unresponsive teacher not seen as the primary problem. It is the educational system that is not designed to celebrate the richness of all cultures and which therefore not enhance learning for all children.

Psychology (self-esteem)

Ryujin, G. H. & Abitia, F. B. (1992). Self esteem and anger among African American students. (Report No. CG-024 619) U. S., California. (ERIC Document Reproduction Service No. ED 351 619).

In this study the Race Identity Attitude Scale (RIAS) was given to 22 African American and 35 Euro American college students to determine if racism was negatively affecting their self esteem. The data seemed to indicate that relative to Whites, Blacks did not have lower self esteem. Blacks were comfortable with their racial identity and showed no self hatred. African American students scored higher on the immersion-emersion scale which indicated an interest in their racial heritage. However, it also indicates anger which may be in response to a renewed racism on college campuses.

Criminology & violence

Saalakhan, M. (1992). Why our children are killing themselves. Writer's Inc., International.

Violence in America is generic to its culture and history and its most vulnerable victims are the young. This pronouncement is the major theme of this book and the author examines the reasons why violence is destroying so many of our youth. By referring primarily to news articles, the author discusses the causative factors which are contributing to this deplorable crisis. Among the factors cited are the unabated proliferation of drugs, the rise in child neglect and abuse, a deteriorating educational system, the fragmentation of families, the creation of an underclass and the failure of our leaders to respond to the needs of youth. To correct this dismal scenario, the author feels America must assume a moral position that places a high priority on all human life. Although this may sound idealistic, he believes it is the only course a truly humane society can take it if the children are to be saved. --Useni Eugene Perkins.

Psychology/Sociology/General

Sabir, W. (1989). Reconstruction of the African American male. Jersey City: New Mind Productions.

Sabir looks at how the lives of African American males has been defined by the dominate culture. This awareness should awaken the consciousness of African American males allowing them more control of their lives.

He touches on important topics such as the effects of slavery, the family and social changes. He also deals with some very basic and sensitive issues about the structure of social and community life. He confronts some difficult issues and moral concerns.

Psychology/Sociology (family)

Sameroff, A. J.; Seifer, R.; Barocas, R. (1983). Impact of parental psychopathology: Diagnosis, severity, or social status effects. Infant Mental Health Journal., 4 (3), 236-249.

127 children of mothers with a variety of psychiatric disturbances- schizophrenia, neurotic depression, and personality disorder- were studied in a longitudinal investigation from birth to 4 years of age and were compared to 57 children of mothers with no mental illness. Disturbed and non-disturbed mothers were matched according to age (15-46 years), race (63% White, 34% Black, and 3% Puerto Rican), SES (64% were in the lower-income range), number of children, education, and sex of child. The children were assessed for cognitive and

social-emotional functioning at 5 ages--newborn, 4 month, 1 year, 3 years, and 4 years--using measures that included the Bayley Scales of Infant Development, the Brazelton Neonatal Behavioral Assessment Scales, and the Stanford-Binet Intelligence Scale--Third Revision. Mothers completed the Eysenck Personality Inventory, a child temperament questionnaire, and several measures of parental perspectives on child development. Results show that the specific maternal diagnoses of schizophrenia, neurotic depression, and personality disorder had few unique effects on subjects' performance. SES was the most important factor affecting subjects' cognitive development, and the severity of the mother's disturbance was the most important factor affecting subjects' social-emotional competence. Data are presented on the impact of adoption on the development of schizophrenia.

Psychology (general & development)

Sameroff, A. J.; Seifer, R.; Zax, M. (1982). Early development of children at risk for emotional disorder. Monographs of the Society for Research in Child Development, 47 (7), 82.

337 pregnant women with varying types and degrees of mental illness were examined during the prenatal period, and 263 were recruited into a 2 ½ year longitudinal evaluation that included cognitive, psychomotor, social, and emotional assessments of their children at birth and at 4, 12, and 30 months of age. Neurotic-depressive mothers produced worse development in their children than did schizophrenic or personality-disordered mothers. Both social status and severity/chronicity of illness showed a greater impact on development than did the diagnosis of schizophrenia. Children of more severely or chronically ill mothers and lower-SES Black children performed most poorly. These effects were judged to be additive since few statistical interactions were found. Results do not support etiological models based on simple biological or environmental transmission of schizophrenia. The understanding of the etiology of psychopathology requires more complex models of dynamic transactions among constitutional and environmental systems.

Criminal Justice/Racism

Sample, B. C., Philip, M. (1994). Perspectives on race and crime in research and planning. The Criminal Justice System and Blacks. New York: Clark Boardman Company.

The purpose of this reference was to assess the validity of claims such as correlations between race and crime as a form of racism , and that the statistics collected about racial characteristics of offenders are myths and errors.

Efforts to examine the myth of racial inferiority are rare. The research does not recognize that racism is embedded into the Western social structure, and is reinforced by law, politics, and customs. Society looks upon crime in Black low-income neighborhoods as a product of a breakdown of Black institutions which are responsible for the socialization of the community members. The dominant society and its Euro-American group members fail to do a self-examination of external factors such as, institutional and personal racial discrimination, poverty, and deprivation. The persistence of violent norms can be explained by traditions of violence but the origin of violence cannot be explained away so easily.

This reference suggests a comparative analysis of the relationship between crime and race. There may be other potential influences of causal relations that could lead to the conclusion of race and crime.

Psychology (general/self-concept)

Sapp, M. (year). Cognitive-behavioral therapy: Applications for African American middle school at-risk students. A Paper presented at the Annual Meeting of the American Research Association. New Orleans.

This study found a statistically significant relationship between cognitive behavioral therapy and improvements in African American middle school students' grade point averages, number of days absent, and number of days tardy. Subjects were junior high school students. The results showed significant changes after the students experienced cognitive behavioral therapy. It is suggested that academic self-concept is the mediating variable between cognitive behavioral therapy and academic achievement.

Anthropology/Rites of Passage

Sartoti, T. O. (1949). Maasai. Abradale Press.

Of the many traditional African cultures that have served as models for African American male "rites of passage" programs, the Maasai who live along the contours of the Great Rift Valley in Kenya and Tanzania, East Africa, is the most imitated. The reason for this can be clearly discerned in this handsomely photographed book with text by a native Maasai, Tepitlit Ole Sartoti. As one of the oldest continuous cultures in Africa, not contaminated by European influence, the Maasai people are an excellent model to convey how the "rites of passage" prepare their young for adulthood. Mr. Sartoti provides the reader with a meticulous description of the many passages Massai people experience to maintain and exalt their traditional way of life. However, Maasai is more than a description of the "rites of passage" but also an examination of a culture whose traditions and mores are imperative to the survival of the Maasai. Today these traditions and mores are being threatened by the Kenyan government to remove the Maasai from their native land and assimilate them into Kenya's post-colonial way of life.

Although most Black youth live in an environment that is the antithesis of the environment where the Maasai people live, the values taught by the Maasai, family preservation, unity, respect, cooperation and courage, are crucial to any people seeking empowerment and independence. In this regard, it is understandable why the Maasai people are held in such high regard as a traditional African model that can be applied, in part, to enhance the socialization of young African Americans. --Useni Eugene Perkins.

Psychology(development)

Sawyer, E. S. (1992). Conservation of distance in African children: The sex dimension. International Journal of Psychology, 27 (6), 477-485.

The author conducted four experiments to investigate gender differences in the attainment of the conservation of distance (Piaget et al, 1960) among African primary school children (Grades 2-7) in Sierra Leone. It was found that the age of conservation was 12 years, and that males in the sample performed better than females. These findings agree with conclusions drawn from similar studies (e.g., T. S. Mwamwenda, 1991) of cognitive development in African children. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Psychology(development)

Sawyer, E. S. (1992). Conservation of distance in African children from rural and urban schools. Perceptual & Motor Skills, 74 (3), 1019-1025.

Identified the age at which conservation of distance was achieved in 150 children in Classes M-VII in Sierra Leone and assessed differences in subjects residing in urban vs rural areas. Data gathered using Piagetian tasks for the conservation of distance indicate that the minimum age at which subjects showed conservation of distance was 11 yrs. There was no significant difference between urban and rural samples. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Rites of Passage &Traditional Education/Politics

Scanlon, D. G. (Ed.). (1964). Traditions of African Education: Classics in Education. New York: Teacher's College Bureau of Publications, New York.

Scanlon opens the book with a discussion of the proceedings of the May 1961 Conference of African States on the Development of Education in Africa. Scanlon writes that "while the problem of relating education to economic progress was a primary concern, the delegates also gave considerable attention to the relationship of education to the cultural and socio-cultural characteristics of African society." This concern is juxtaposed against the problem of adapting the existing European - German, English, Belgian, French, Italian - educational systems to the needs mentioned above. Discussions of the European educational systems in place during colonialism is augmented by a discussion of the role of missionaries in establishing Euro-centered schools in the African interior. There is also an in-depth discussion of the factors which characterized the African educational process prior to the arrival of Europeans. Though there is an early mention of the Islamic/Koranic schools which dominated the Muslim enclaves on the continent, the focus is upon "the vast majority [who] relied upon an indigenous education system based upon example, folklore, mythology, and the rites do passage." These issues and subsequent discussions allow the authors to clearly illustrate that at the time of de-colonization, African education was truly at a cross-roads.

Linguistics

Schachter, F. F.(1974). Everyday preschool interpersonal speech usage: Methodological, developmental, and sociolinguistic studies. Monographs of the Society for Research in Child Development, 39 (3, Mono 156), 88.

Conducted a study of developmental and sociolinguistic patterns of interpersonal speech usage by children 2-5 years old. The subjects included a longitudinal sample of four and a cross-sectional sample of 170 in four groups: advantaged White, advantaged Black, and disadvantaged Black (all with an above-average mean IQ), and a disadvantaged Black group with lower IQ. Spontaneous speech, observed during free play at community preschool centers, was scored on a functional basis from the viewpoint of subjects' motives for talking. It is felt that the data may have important implications for poverty school programs.

Psychology (development/general)/Linguistics

Schaer, I. J. (1978, Nov.). Toward the development of a psychodynamic conceptualization of the black ghetto child. Dissertation Abstracts International, 39 (5B), 2520.

Cognitive, linguistic and motivational studies were reviewed in an attempt to isolate those assumed deficits which had spurred the creation of and had served as the justification for the compensator preschool movement; findings from these studies were equivocal. A Freud's Concept of Development Lines was applied to this population of children. This represented on of the first attempts to conceptualize the child's course of development in terms of pscyho-dynamic theory, and a Development Profile. Environmental deprivation was conceptualized as manifesting itself as cumulative psychological trauma: Developmental deviations, ego arrests, premature ego development, and an overreliance on early defense mechanisms were hypothesized to result from those conditions.

Violence/Sociology (family)/Psychology (development)

Schellenbach, C. J., Trickett, P. K., Susman, E. J. (1991). A multimethod approach to the assessment of physical abuse. Violence & Victims, 6 (1), 57-73.

Investigated the utility of a multimethod approach to assess intra individual variation in the impact of physical abuse. The subjects were 6-year-old Black twin brothers, both of whom had been physically abused by their mother. Data from maternal interviews, the Bruininks-Oseretsky Test of Motor Proficiency, the Peabody Picture Vocabulary Test (PPVT), the Child Behavior Checklist, and home-based behavioral observations of parent-child interaction provided information on the functioning of each twin. Data indicate unique patterns of behavior and interaction for each child, demonstrating that the multimethod approach provides a more comprehensive view of child development. Implications of the multimethod approach are discussed for the design of intervention programs based on a comprehensive assessment of strengths and vulnerabilities of the abused child. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Philosophy/ History/ General

Schwaller de Lubicz, R. A. (1977). The temple in man: The secrets of Ancient Egypt. Brookline: Autumn Press.

The author starts with the premise that most of the current knowledge about Ancient Egypt has yielded very little in the understanding of the Pharaonic Egyptian period. In seeking to learn more about this period he investigates it in terms of its true science, its contingent psycho-spiritual knowledge, and its philosophical mentality. De Lubicz has a problem investigating the Egyptian explanation of phenomena, such as the awakening of the consciousness in order to transcend material form, using Western language. Even using oriental language, the words are meaningless without the concepts, and it is his attempt to decipher the concepts that makes de Lubicz's book unique.

After putting all the clues together he arrives at the (at the time unheard-of) conclusion that the famous Temple of the Pharaohs (Luxor) was built to be an architectural macrocosm of the human microcosm. In short, the entire temple becomes a roadmap showing and explaining the secret functions of the organs and nerve centers. Each of its five major sections represents the five major parts of the human body: the head, the chest area, the ribcage to diaphragm area, the groin to knee area and the knee to toe area.

Racism/General/History

Schwartz, B. N., & Disch, R. (Eds.). (1970). White racism: Its history, pathology and practice. New York: Dell Publishing Co.

In this book of essays, the editors do not offer conclusions or suggests about white racism, white supremacy or oppression of African Americans; instead, they just present its history and how it manifests itself in this society.

There are contributions from noted scholars such as Lerone Bennett, Jr., Dr. Rayford W. Logan, Malcolm X, and Stokley Carmichael (Kwame Ture), under section headings such as, "The Pathological Nature of White Society," "Stereotypes," "Myths and Images" and "Some Contemporary Responses to Racism." There are six sections in all, including, "The Epilogue: The Future."

These essays do not offer anything new in terms of white supremacy, but according to the editors, they just confirm the moral disintegration that it leads to.

Sociology

Schwartz, D., Dodge, K. A., Coie, J. D. (1993). The emergence of chronic peer victimization in boys' play groups. Child Development, 64 (6), 1755-1772.

Uses a contrived play group procedure to examine the behavioral patterns leading to chronic victimization by peers in middle childhood. Thirty play groups, each of which consisted of six unacquainted African-American 6-year-olds or 8 year old boys, met for 45 minute sessions on five consecutive days. Play group interactions were videotaped and then examined. Thirteen boys who came to be chronically victimized by their play group peers were identified, along with matched non-victim contrasts. Victims demonstrated lower rates of assertive behaviors, such as persuasion attempts and social conversation initiatives, and higher rates of nonassertive behaviors, such as submissions to peers' social initiatives. This nonassertive behavior pattern appears to have preceded the development of chronic victimization. Children who eventually emerged as victims were pervasively submissive, beginning in the initial two sessions. However, marked individual differences in victimization by peers did not become apparent until the final three sessions. These data provide evidence of strong linkages between submissive social behavior and the emergence of chronic victimization by peers. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved).

Special Education/Psychology (testing)

Scott, M.S., Hogan, A., Perou, R., Urbano, R., & Gold, S. (1992). The identification of giftedness: A comparison of White, Hispanic and Black families. Gifted Child Quarterly, 36 (3), 131-39.

This study examined the role of Black, Hispanic, and White parents in the referral process of giftedness. A survey was sent to White, Hispanic and Black parents of children in the gifted and talented program of a large urban school district. The results indicated that there were few differences among the three parent groups in either the characteristics that indicated that their child might be gifted, or in the attributes which they believed were current descriptors of their gifted child. Large group differences were present, however, between the White sample and the Black and Hispanic samples in the percentage of families who requested an evaluation of their child for possible placement in the gifted and talented programs. Fewer of the Black and Hispanic parents made such a request.

This article alerts educators that more minorities need to be referred and parent referrals are critical.

Health/Sociology

Scott-Jones, D., White, A. B. (1990). Correlates of sexual activity in early adolescence. Journal of Early Adolescence, 10 (2), 221-238.

Assessed demographic, social, and social-cognitive variables associated with beginning sexual activity (SA) in 114 Black and White males and females (aged 12.5-15.5 years) in early adolescence, recruited from public schools and community agencies. 28% reported having sexual intercourse at least once. Mother's education, having a boyfriend/girlfriend, educational expectations, and age were significant predictors of SA. For nonsexually active subjects, boyfriend/girlfriend, and age were significant predictors of non-coital sexual interactions. Among sexually active subjects, Whites were more likely than Blacks to use contraception regularly and to use effective methods. Research programs may focus on (1) the development of cross-gender relationships; (2) the use of withdrawal as a contraceptive method, especially among Blacks; and (3) the educational expectations and related life options of adolescents. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Psychology (identity)/Sociology

Sears, J. T. (1991). Growing up gay in the South: Race, gender, and journeys of the spirit. New York: Haworth Press. Series title: Haworth series in gay & lesbian studies, Vol. 4.

This ground breaking book weaves personal portraits of lesbian and gay

Southerners with interdisciplinary commentary about the impact of culture, race, and gender on the development of sexual identity. "Growing Up Gay in the South" examines the unique pressures faced by gay men and lesbians in the southern region--the pervasiveness of fundamental religious beliefs; the acceptance of racial, gender, and class community boundaries; the importance of family name and family honor, the unbending view of appropriate childhood behaviors; and the intensity of adolescent culture. These Southern lesbians and gay men candidly share their attitudes and feelings about themselves, their families, their schooling, and their search for a sexual identity. These insightful biographies illustrate the diversity of persons who identify themselves as gay or lesbian and depict the range of prejudice and problems they have encountered as sexual rebels. "Growing Up Gay in the South" combines intriguing personal biographies with the extensive use of scholarship from lesbian and gay studies, Southern history and literature, and educational thought and practice. These features, together with an extensive bibliography and appendices make this essential reading for educators and other professionals working with gay and lesbian youth.

Psychology (identity)

See, S. E. (1982, May). The development of ethnic awareness and ethnic preferences in young children. Dissertation Abstracts International, 42 (11A), 4713.

The purpose of this study was to investigate how young children perceived and described physical characteristics of dolls representing four ethnic groups and how those children's perceptual awareness of the physical characteristics was reflected in their preferences for playmates and for gift recipients. A review of the literature included previous studies conducted and the methodologies employed to investigate the development of ethnic awareness and preferences in young children. The investigator interviewed 80 children. There were 10 three-year-olds and 10 five-year-olds from each of four ethnic groups (Anglo, Black, Chicano, and Oriental). Their families lived in Austin, Texas and were of middle socio-economic status. All subjects attended private, integrated day care centers. Results showed that 76% of all subjects in the study identified themselves with the doll of their own ethnicity,... --Dissertation Abstracts International.

Curriculum/Methodology

Sefa Dei, G. J. (1994). Afrocentricity: A Cornerstone of Pedagogy. Anthropology & Education Quarterly, 25 (1), 3-28.

In this article, the author examines the implications of the adoption of Afrocentricity as an alternative way of knowing and understanding the world. Unlike other works on Afrocentricity, this article does not present Afrocentricity in a defensive mode, but focuses upon the contributions of Africa's past, culture, and traditions and what this legacy has to offer all humanity and people of African descent in particular. Citing the "long history of Euro American dominance of what constitutes valid knowledge," Sefa Dei asserts that Afrocentricity is a nonexclusionary, nonhegemonic system of knowing informed by African people's history and experiences. The author goes on to examines the varied definitions and expressions of Afrocentricity in order to illustrate the evolution, growth, and continuing development of this pedagogical and historical construct. Sefa Dei concludes by challenging institutions of learning on all levels to examine the ways in which their traditional pedagogy excludes and/or alienates African-descent youth and contributes to the distortion of African history and devaluing of the perspectives, experiences, and lives of African-descent youth.

Psychology (self-esteem)

Seidman, E., Allen, L., Aber, J., Mitchell, C., Feinman, J. (1994). The impact of school transitions in early adolescence on the self-system and perceived social context of poor urban youth. Child Development, 65, 507-522.

This study described the effects of school transition during early adolescent years on the self-system and perceived social context of poor black, white and Latino students in three Eastern cities. Data was collected by existing, redesigned, and newly developed instruments. The transition from elementary to junior high schools was found to be detrimental in several ways. The affective and behavioral parts of the self-system declined. Areas of decline were in self-esteem, class preparation, and GPA. Dealings with the school microsystems also worsened. Students had increased hassles in the schools and a decreased social support and involvement with the school. A few positive changes were noted. Academic and social efficacy variables increased and peer problems decreased. One unexpected outcome of the study was an increase in academic and social efficacy expectations after the transition. The author believes that the developmental mismatch theory hypothesis best explains the negative effects of the transition on the students studied. They concluded by suggesting that schools-within-school or teams of students would be the best way to handle this transition.

Curriculum/Science

Selden, S. (1991). Selective traditions and the science curriculum: Eugenics and the biology textbook 1914-1949. Science Education.

Citing contemporary educational researchers who claim that school curriculums represent a selective, non inclusive tradition of study, Steve Selden provides an in-depth study of how selective traditions in education affect the science curriculum. Selden focused his study on high school biology texts published in the U.S. Between 1914 and 1949. In his analysis, Selden focused upon three questions 1) was eugenics presented in the textbooks as a legitimate science; 2) what was the nature of the evidence offered in support of eugenics; and 3) what eugenical social policies, if any, were recommended. Selden asserts that these biology texts were more reflective of prevailing social attitudes than prevailing scientific data and research. Selden writes that "their greatest error from a pedagogical standpoint was their use of biology textbooks as vehicles for their social policy perceptions." In conclusion, Selden lists the tools that educational policy planners may utilize in order to avoid the problems and contradiction of the selective traditions in the science curriculum.

Psychology (identity)

Sellers, R.M. A call to arms for researchers studying racial identity. The Journal of Black Psychology, 19 (3), 327-332.

Sellers discusses some of the limitations and errors in research on racial identity. He argues that people who use Cross's final stage in his Nigrescence model as an example of the "developmental superiority of an objective view of one's reference group" should pay attention to Cross' latest work. Cross suggests that neither black nor white preferences have been shown to be associated with self-concept.

One researcher makes the claim that ego identity is negatively related to ethnocentrism, and that because ego identity is positively associated with self-esteem, self-esteem and ethnocentrism must be negatively related. Sellers explains that depending on whether or not you are looking at an individual or collectivist society, the value of ego identity will vary.

Sellers also argues that when research is based on theories, the studies do not accurately or adequately represent the theories that they are supposed to be testing. Another limitation of racial identity studies is that not enough attention is given to the importance of the situational context.

Psychology (development/identity)

Semaj, L.T. (1980). The Development of Racial Evaluation and Preference: A Cognitive Approach. The Journal of Black Psychology, 6, 2, 59-79.

Leahcim Semaj presents the findings of an empirical study designed to determine the degree to which children's peer preferences are shaped by their developing cognitive faculties. Semaj focuses upon the development and effect of impersonal cognitive factors (specifically physical constancy) and social cognitive factors (racial classification). Semaj hypothesized that impersonal cognitive factors run as precursors to the development of social cognitive factors. With this hypothesis, Semaj is asserting that racial awareness (i.e. cognition) and consciousness is purely a result of environmental factors: thereby precluding any notion of an "incipient racial attitude." Semaj not only discusses the empirical findings of the study but also what is termed the "Social Affect" of said findings. Semaj concludes with a discussion of the cognitive abilities and observed preferences of a variety of differing age cohorts of young black children.

Philosophy

Serequeberhan, T. (1991). African philosophy. New York: Paragon House.

This anthology of eleven papers on African philosophy aims to make available a representative selection of important texts from a literature dispersed in specialized journals. These texts are directed at philosophically engaging African concerns and documenting the implicit philosophies and world views of ethnic Africans. The texts define African philosophy as being somewhere between African-American studies, philosophy and African studies. One of the unique things about the book is that it includes no papers written by non-ethnically African writers. The reason for this is to document in one volume a variety of views articulated by African scholars in and on African philosophy. The texts themselves deal with topics such as, is there an African philosophy? If so, how is it defined? The texts also deal with sagacity in African philosophy, the myths and realities of it, its contemporary and modern methods, its traditions and destiny, and the challenges it presents to the African philosopher.

Linguistics

Seymour, H. N., Seymour, C. M. (1981). Black English and standard American English contrasts in consonantal development of four and five-year old children. Journal of Speech & Hearing Disorders, 46 (3), 274-280.

80 Black and 80 White 4-5 year olds of Black English and standard American English backgrounds, respectively, were administered the Goldman-Fristoe Test of Articulation. A contrastive analysis revealed phonological differences in consonantal development between the two dialectal groups. However, contrasts were reflected more in number of developmental errors than in form of errors. Thus, the extent of differences noted between adult phonologies of Black English and standard American English were less evident in emerging phonologies since unique error types were not exclusively characteristic of either group. Findings have implications for articulation testing of Black English speaking children who have not acquired their adult phonology.

Linguistics

Seymour, H. N.; Ralabate, P. K. (1985). The acquisition of a phonologic feature of Black English. Journal of Communication Disorders, 18 (2), 39-148.

Assessed production and perception of word-final /theta/ among 40 Black-English- and 40 standard-English-speaking children in grades 1-4. Production of spontaneous isolated target words containing word-final /theta/ and spontaneous conversational use of word-final /theta/ and discrimination and recognition perception tasks were used as assessments. Results show that the two dialectal groups were significantly different in production but not in perception of the word-final /theta/. Comparable perceptual performance on discrimination and recognition tasks across the 4 grade-levels indicated parallel perceptual mastery of /theta/ between groups despite production differences of form. Production of respective adult dialect forms (i.e., /theta/ for standard English and /theta/ /f/ for Black English) preceded perceptual mastery. It is argued that, because /theta/ is represented by the /theta/ /f/ substitution pattern in both adult Black English and emerging phonology of standard English, its acquisitional form in the phonology of Black English speaking children has particular implications for acquisitional theory and the applied clinical domain. Sequential developmental stages for the acquisition of word-final /theta/ in Black children are proposed, and the effects of bidialectism on acquisitional patterns are discussed.

Sociology/Anthropology/Psychology

Seymore, S. (1981). Cooperation and competition: Some issues and problems in cross-cultural analysis. In R. H. Munroe, R. L. Munroe, Whiting, B. B. (Eds.) Handbook of cross-cultural human development, 717-738. New York: Garland STPM.

This article reviews cross-cultural research in psychology and anthropology pertains to competitive/cooperative behavior. Beginning with the 1937 Social Science Research Council report, empirical studies of how children are socialized for competition and cooperation in number of cultures are compared. The cultures include the Hutterites (North America), Hopi and Navajo (U. S.), Kwakiutl (Canada), Cook Islanders, the Ik (East Africa), Siriono (Bolivia), and !Kung Bushmen (Kalahari Desert in Southern Africa). The !Kung children, for example, are not formally socialized for cooperative behavior, but learn rules for sharing and avoiding conflict by being in close proximity with the adults in their society. Socialization is much more formal for Hutterite children, who are removed from constant interaction with adults, including their parents, and placed in kindergartens at 3 years old.

This reference shows how cultures vary both in terms of what is taught, competition or cooperation, and how it is taught. By comparing socialization in different cultures, one can more readily see how important culture is to development.

Methodology/Learning Styles

Shade, B. J. (1994). Understanding the African American learner. In Hollins, E. R., King, J. E., and Hawman, W. C. Teaching diverse populations: Formulating a knowledge base. 175-190 Albany, New York: State University of New York Press.

Shade speaks of the cultural context of the urban child and how it differs from the school context Schools value passive receptivity, the authoritative presentation of material, the individual focused on completing the assigned task, and minimal disruptive behaviors. The majority of African American urban children come from contexts where they must deal with crime and interpersonal conflict, urban noise, lack of space, prescribed boundaries, and exposure to pollutants in the air. They are likely to have superficial transient interpersonal interactions.

Shade states that African American students are more likely to be extroverted learners who focus on learning from people rather than on task requirements. The achievement of African American students is highly correlated with warm and supportive teachers. A socially interactive model for instruction is beneficial to African American students.

In terms of a classroom climate, Shade states research has found that African American children do better with an active, stimulating, and arousing learning environment as opposed to quiet, passive, receptive environment. Implications for instruction suggest that the pace, type of presentation, and assignments should vary. Information which relates to the student and their identity is the best way for African American children to learn. Classrooms should become more group-oriented and cooperative, rather than individualized and competitive.

Power Teaching/Psychology

Shade, B. J. (1978). Social-psychological characteristics of achieving black children. Negro Education Review, 29, 80-86.

Barbara J. Shade examines the characteristics of "the large segment of black children who are successful and perform according to 'white standards.'" Moving away from the defeatist approach, which postulated that black children are inherently intellectually inferior, Shade attempts to elucidate the factors that seem to generate success among Black children. In her study, Shade focuses on Back children in elementary and secondary schools. Achievement was measured by examination of children's scores on standardized tests. The success factors that were used included: a) family status, structure, and interactions; sex differences; personality characteristics; and intellectual performance. Shade discovered that while family income is a influential factor, the most significant variance between black achievers and non-achievers is the behavior of the parents or guardians. Shade concludes that improvement in teacher behavior would also result in an improved achievers' quotient among Black children.

Learning styles/Psychology (development)

Shade, B. J. (1987). Ecological correlates of the educative style of African American children. Journal of Negro Education, 56, (1) , 1987.

This article addresses the influence of the physical home environment on the development of children. It contends that African American children because of environment, social milieu, and various mediating experiences, develop a preference for the social rather than the inanimate aspects of their environment. She cites a study by Litt, where it was found that European American children developed attachments to inanimate objects one to one and one and one half times more frequently than did African American children.

The study was designed to assess the orientation of African American children. She selected a sample of twenty-six African American and twenty-six European Americans matched in sex and grade level and found that African American achievers are more likely to be extroverted and European Americans more likely to be introverted. The study attributed this to culture and recognizes it as a representation of a community, with its own unique customs, rituals, communication styles, coping patterns, social organizations and childbearing attitudes and patterns.

Shade concludes that environment plays an important role in the cognitive development of children. African American families stress social rather than instructional cognition, therefore it is important to stress the social interaction principles on classroom performance and acknowledge the social dimensions of learning.

Psychology (development)

Shade, B. J. (1981). Racial variation in perceptual differentiation. Perceptual and Motor Skills, 52, 243-2481.

Provides two studies which were conducted to examine racial variation in the perceptual dimension of cognitive style. In Study I, 36 students, equally divided by race and sex, were given the Witkin Group Embedded Figures Test. Neither race nor sex differences were evident. In Study II, 23 African-American and 17 European-American students were recruited. In addition to the Embedded Figures Tests, the subjects were given a modified Kohs Black Design Test and the WAIS Picture Completion Test. Comparison of group means shows a significant racial group difference in embedded figures but the differences between the means on the Black Design seemed to occur by chance. When the incongruity between the two studies was analyzed, some possible developmental factors emerged.

Learning styles

Shade, B. J. (1982). Afro-American cognitive styles: A variable in school success? Review of Education Research, 52, 219-244.

In this article, Ms. Shade suggests that "The diversity found in task and academic competence is precipitated by differences in culturally induced psychological, cognitive and behavioral strategies rather than ability differences." Shade points out that social scientists are prepared to concede that groups who are dissimilar in age, social class, environment, sex, or other factors can legitimately differ in grades, scores on standardized tests, or other performance measures, but fail to extend such reasoning when the issue of race is introduced; preferring then to use inferiority rather than diversity as the basis of explanation. To substantiate her thesis, Shade explores the cacophony of variables which impact the formation of Afro-American information processing strategy. The list of variables explored included, but is not limited to, 1) cultural foundation of Afro-American thought, 2) Afro-American social cognition, 3) socializing influences on cognition, and 4) Afro-American style of knowing. Shade concluded that as the areas of cognitive psychology and ethnic/cultural studies expand and promote new perspectives, it then shall become evident that individuals do not learn in the same manner across cultural lines and do in fact develop diverse (not pathological) cognitive strategies of processing information.

Learning & Teaching Styles

Shade, B. J. (1986). Cultural diversity and the school environment. Journal of Humanistic Education & Development, 25 (2), 80-87.

Shade explores how various environmental aspects of the classroom can be utilized to captivate the interest, maintain the attention, generate class participation, and facilitate learning for urban school children. In examining the reasons why her urban student's church environment engaged his interest while the classroom environment did not, Shade surmises that the difference in the student's church and school behaviors is attributed to culture. The two different environments call for different patterns of behavior, interaction rules, modes of communication, and physical and psychological requirements. The degree of the differences determine the student's interpretation of events and the level of motivation he or she may feel about being involved. In her analysis, the author found that differences in the student's church behavior (quite, attentive and involved) and school behavior (uncooperative, moody, withdrawn) were due to the incongruity between the student's and the school's cultural communication styles, environmental styles (the physical setting), and social interactional styles. Having this insight empowered the teacher to respond to the student's culturally referenced needs, and thus allowed her to be more effective in assisting the student with learning. Shade suggests that teachers take into account the effect of the classroom atmosphere and environment on students' behavior, attitudes, and academic performance.

Learning Styles

Shade, B. J. (1983). Cognitive strategies as determinants of school achievement. Psychology in the Schools, 20, 488 - 493.

This study was designed to test Cohen's hypothesis that students who develop the school-preferred information-processing will perform better than other students. Cohen concluded that school settings demand a particular cognitive strategy profile. Since these strategies are considered to be socialized patterns rather that inherent skills, Shade contends that the low achievement levels might be raised if efforts were made to help students acquire school-preferred cognitive styles.

From the ninth grade population of Racine and Kenosha, Wisconsin, 135 students were randomly chosen from groups stratified by race, sex and achievement. Within the group 59 were grouped according to their standings on achievement tests and divided into three groups; high, average and low achievers.

Shade used Cohen's identified strategies and six other instruments to measure different patterns of cognition. A noticeable exception on both sex and achievement were shown to have an effect on performance for high achievers only. Based on the results, Shade agrees with Cohen that achievement is significantly related to the acquisition of a particular cognitive style. She concludes that teachers need to consider the use of a multitude of classroom approaches and teaching strategies, so that students have an equal opportunity to learn.

Psychology/Criminal Justice & Violence

Shakoor, B. H., Chalmers, D. (1991). Co-victimization of African-American children who witness violence: Effects on cognitive, emotional, and behavioral development. Journal of the National Medical Association 83 (3), 233-238.

Investigated the prevalence of violence and co-victimization among African-American youth in Chicago. Results of a violence screening survey were compiled on 1,035 schoolchildren, aged 10-19 yrs. Police crime statistics were compared to illustrate the magnitude of the problem of youth and violence. 75% of the participating boys and 10% of participating girls had witnessed a shooting, stabbing, robbing, or killing. The survey did not identify the effects of co-victimization on the participants. Intervention recommendations include (1) periodically screening schoolchildren, (2) identifying and referring children at risk for behavioral or emotional disorder, and (3) implementing school programs on violence prevention and conflict resolution.

Literature (autobiography)/History
Shakur, A. (1987). Assata. Chicago: Lawrence Hill Books.

This autobiography of Assata Shakur exposes a time period and continuing trend in this nations history where the struggle for the liberation of African people is a crime. Assata Shakur (aka JoAnne Chesimard) was a political activist and Black Panther during the time when forty-one FBI offices were ordered to intensify their efforts "to expose, disrupt, misdirect, discredit, and otherwise neutralize" Black Nationalist organizations. The Student Nonviolent Coordinating Committee (SNCC), the Southern Christian Leadership Conference (SCLC), and the Nation of Islam were all included, but the Black Panthers were specifically targeted. Assata Shakur was one of the specific individuals that was also targeted.

It is now clear, based on information presented through federal and state court records and files, FBI memoranda, secret service files, police records and information in the media, that a carefully orchestrated intelligence and counterintelligence campaign was conducted by the FBI in cooperation with state and local law enforcement agencies designed to criminalize, defame, harass and intimidate Assata specifically beginning in 1971. By the time Assata was shot and captured on the New Jersey turnpike on May 2, 1973, she was wanted for a number of serious crimes. Her autobiography details her life, involvement with the Panthers, experiences in court and in prison and more.

Literature (autobiography)/Violence
Shakur, S. A.K.A. Monster Kody Scott. (1993). Monster: The autobiography of an L.A. gang member. Atlantic Monthly Press.

A seamy autobiography of a former leader of the Crips in South Los Angeles who earned the nickname Monster because of his uncontrollable violence and propensity for murder. Although he eventually leaves the Crips and assumes the Islamic name of Sanyika Shakur, the author shows little remorse for his violent misdeeds. The story the author tells may not be typical of all Black gang members but it does serve as a grim reminder of the cost the Black community pays when Black youth do not receive the proper nurturing. Even after his conversion to Islam one sense that the author does not fully comprehend why white publishers are eager to publish stories like his. For if he understood, he would realize that stories like his only perpetuate the negative images of Black males the media loves to exploit. --Useni Eugene Perkins.

Racism

Shaw, S. R., Braden, J. P. (1990). Race and gender bias in the administration of corporal punishment. School Psychology Review, 19 (3), 378-383.

Examined the disciplinary actions taken by school building administrators after receiving a discipline referral to identify evidence of race and gender bias in administration of corporal punishment (CP). Race was recorded as Black, White, Hispanic, and Asian. The relationships between race and CP, and gender and CP, were examined after controlling for the severity and frequency of punishable behaviors by students in each group. Analyses of 6,244 discipline files demonstrated a small, yet statistically significant relationship between race and CP, and a larger, statistically significant relationship between gender and CP. Results show evidence of race and gender bias in the administration of CP.

Literature/ Sociology

Shelton, A. J. (1964). Behavior and cultural value in West African stories: Literary sources for the study of culture contact. Africa XXXIV, (3).

West African authors provide for us through their literature, the psychology of the African. The authors usually depict a socio-cultural conflict between the indigenous African community and outsiders. By analyzing the story and characters, the reader can unearth the authors' solutions to the characters' challenges and gain a greater understanding of the values and attitudes of the African.

African authors are clear in stating that they do not create "art for art's sake." Art for the African is based on the traditional African attitude of social responsibility as opposed to something that is aesthetically pleasing. Studying African art forms and literary works thus provides us with valuable insight of the values and attitudes related to tradition, exposure to outside influences, and change. This article reviews the works of four West African authors that demonstrate the African value base: Camara Laye, Onuora Nzekuw, Chinua Achebe, and Wole Soyinka.

The paper is more of an introductory study and is therefore of a non-statistical nature. Yet, the author informs us of the salient issues the African writer addresses. If there is a common theme of these works it is that the African is not only caught between two cultures, but also the insidious effects of the Euro-Western culture and the positive values of African traditions. It is a challenge that Africans everywhere constantly face.

Philosophy/General/History

Sherer, R. G. (1977). Subordination or liberation? The development and conflicting theories of black education in nineteenth century Alabama. The University of Alabama Press, Tuscaloosa.

Sherer conducts an in-depth examination of "the ways Black leaders sought to free Black students to play a fuller role in society." Sherer points out that while Blacks needed economic and political power, education was commonly seen as the path to that end. Throughout the book, Sherer focuses upon the diverse views and strategies that educators lauded and utilized in their attempts to educate and uplift blacks throughout Alabama. There is an extensive examination by Sherer of the historical paths and educational philosophies of William Barns Patterson - who advocated a purely liberal education for Black people; William Hooper Council - who called for an amalgamation of the liberal and industrial educational traditions of Black people; and finally Booker T. Washington, whose focus was exclusively an industrial education and training/apprenticeship model for the education of Black people. Sherer also examines the history and philosophies of the competing denominational and nondenominational schools throughout the state of Alabama. Discussion of these schools focuses upon major influences, educational themes, and processes of thematic implementation within these divergent school systems. Sherer asserts that despite the multitudinal strategies and theories of education, one basic pattern of education characterized all educational institutions of learning in 19th century Alabama. Sherer concludes with an evaluation of how these similarities came to be within such a philosophically dissimilar theoretical field.

Linguistics & Language

Shields, P. (1979). The language of poor black children and reading performances. The Journal of Negro Education, 48 (2), 196-208.

Presents a discussion about the usage of Black English and its relevance to reading ability, which is measured by standard English. However, studies have proven that the production of certain Black English and Standard English features in a school setting were minimally associated with oral reading, silent reading, and listening comprehension levels of Black third grade Title I children in Washington, DC. Moreover, the author suggest that our priorities must be relevant methodologies and materials along with understanding and enthusiastic teaching. These, in concert, will go a long way toward making reading functional for Black children regardless of their personal dialects.

Curriculum/Power Schools

Shipp, E.R. (1994, May). Filling the Gap. Emerge, pp 48-50.

Mr. Shipp reviews African-American churches and independent organizations seeking alternatives to public education. These institutions feel that public education threatens the self-esteem and lives of African-Americans. The article highlights successful private schools that emphasize education from an African centered perspective. These schools include Piney Woods Country Life School in Mississippi, First A.M.E. Church in Los Angeles, and Allen Christian School in Queens, New York. What is unique about these schools is that the expectation of excellence and knowledge of African history and culture are important parts of the curriculum. Mr. Shipp says that the graduates of these schools have difficulty transferring to the public schools though they are well prepared culturally and academically. Public school administrators see these private school as the enemy. The resistance is political. Being aware of these challenges is important for educators to understand.

This article helps us understand the importance of infusing the African-American child mind with a sense of worth based on their own culture and history. The schools are elevating their curriculums to critical thinking. These educators realize that being adaptable to the changing technological field is as important as the religious values and discipline that these schools teach. Infusing the African perspective into the curriculum will not be easy because it is a radical departure from how the educational system operates, but it is necessary.

Sociology (family)/Psychology

Shorkey, C. T., McRoy, R. G., Armendariz, J. (1985). Intensity of parental punishments and problem-solving attitudes and behaviors. Psychological Reports, 56 (l), 283-286.

12 Mexican-American, 15 White, and 13 Black mothers of children (aged 3-5 years) in day care were administered a test battery that included the Rational Behavior Inventory, the Intensity of Parental Punishment Scale, and a problem solving inventory (PSI). Analysis of variance was used to compare differences among test scores related to subjects' ethnic group, marital status, and employment and income level. Findings reveal no significant differences. To test the hypothesis that intensity of parental punishment is significantly related to effective problem-solving attitudes and behaviors, scores on the PSI for the 14 subjects

scoring the highest (83-100) and the lowest (31-69) on the External scale of the inventory were analyzed by t -test. Results show that, as predicted, subjects in the low-intensity-of-punishment group scored significantly higher on the PSI than high-intensity Subjects. Findings suggest that intensity of parental punishments is significantly associated with effective problem-solving attitudes and behaviors.

Criminal Justice & Violence/ Sociology (family)

Showers, J.; Bandman, Rosalyn L. (1986). Scaring for life: Abuse with electric cords. Child Abuse and Neglect, 10 (l), 25-31.

Studied 78 cases of child abuse (involving children aged 2-17 years) in which electric cords were used to enforce discipline. Data on the subjects injured by cords were compared to data obtained in the study of 616 physically abused children (aged 1 month to 17 years) in the same population. Results indicate that, in the cases of cord abuse, abuse was usually chronic, and body scars and/or lacerations, usually linear or looped in shape, were found on 95% of these Subjects. Black children over age 5 years were most often the victims. The most commonly injured and/or scarred body sites were the arms, thighs, and back. The majority of perpetrators were single female heads of household raising more than one child, who did not perceive their use of electric cords to discipline children as inappropriate. Findings suggest that cultural influences exist to lead some Black caretakers, especially mothers, to choose the use of electric cords for discipline.

Curriculum/Schools (general)

Shujaa, M.J. (1994). Afrocentric transformation and parental choice in African-American independent schools. In M. Shujaa (Ed.) Too Much Schooling, Too Little Education: A Paradox of Black Life in White Societies. Trenton, NJ: Africa World Press.

The author observes that African-American parents have recently expressed a growing interest in choosing African-American independent schools for their children. Shujaa analyzes this phenomenon within the context of acknowledging parents' ability to distinguish schooling and education, and consequently, seek a socially tranformative education for their children. The study primarily examines particular characteristics of the parents from the conceptual perspective of Asante's Afrocentric transformation model. The four levels of transformation were: "skin recognition, environmental recognition, personality awareness, and Afrocentricity." His investigation led him to conclude that the parental decision-making process of considering their children's enrollment in an independent school is largely influenced by the parents' experiences within broader society. Therefore, the parents' choices to enroll their children in African-American independent schools were further extending the educational foundation they has begun in their homes.

Curriculum/ General

Shujaa, M. (Ed.). (1994). Too much schooling, too little education: A paradox of black life in white societies. Trenton, NJ: Africa World Press.

Part one of this text deals with an African-centered analysis. This sections concerns the extent to which the education afforded Africans has benefited others more than the students. Consequently, the writing is not constrained by attempts to define what is best for African people in ways that are linked to the best interest of European-centered hegemonic nation-states. Part two of this text concerns the analysis of the educational experience through the writings of Carter G. Woodson (schooling during the ante-bellum periods), John Henrik Clark (Self-determination for African people), and James D. Anderson (Education during the post-Civil War era). Shujaa also uses in this section, the works of three authors (Butchart, Ratteray, and Harris) to provide historical research to examine the educational initiatives by Africans in the United States. In Chapter Four, Dr. Butchart focuses on the political purposes articulated for African-American Schooling by European-American elites. Ratteray focuses on initiatives by Africans in the United States dating back to the early 1790s to establish and maintain their own schools. Harris discusses her research on African American children's books. Part three of this text includes four chapters that take us inside the schooling experience to learn from the perspectives of African students, principles, teachers and adult community members. In Chapter 7, Polite discusses his interviews with 10 African-American males in a Midwestern high school. In chapter eight, Lomotey illustrates the goals of schooling and the goals of education. In chapter nine, Michele Foster reports the results of two ethnographic studies she conducted with 18 African-American teachers who, through a process of community nomination, were found to be exemplary. In chapter ten, Dr. Gadsden's contribution is based on her study of 25 African-American adults living in a small community in rural South Carolina. Part four of this text provides the concept of African-centered thinking which is a process of personal transformation that brings with it the responsibility for to change oppressive social conditions. Authors: Joyce Elaine King, Thomasyne Lightfoote Wilson, Carol D. Lee, and Agyei Akoto provides a framework that goes well beyond superficial interpretations of African-centered education and pedagogy. In chapter eleven, Joyce Elaine King and Thomasyne Lightfoote Wilson presents a philosophical foundation for the pursuit of African liberation pedagogy. In chapter twelve, Carol D. Lee focuses on the need for an African-centered pedagogy and the aims that such a pedagogy must address if it is to be instrumental for African-American liberation. In chapter thirteen, Agyei Akoto offers a detailed analysis of the critical role African culture and history play in establishing a context for African-centered pedagogy. Part five of this text concludes with a discussion about the responsibility for African or African American education; however, the three chapters included in this section are grounded in the real problem-solving activities of Diaspora African people in the United States and Great Britain. In chapter fourteen, Nah Dove argues that the schooling of Africans in European-centered educational institutions is a method of subjugation and that European-centered schools play a major role in maintaining the interest of white-supremacy on a global and local scale. Chapter fifteen is based on Shujaa's analysis of parental rationales for enrolling their children in independent schools. Nsenga Warfield-Coppock concludes with an analyzes of the role of the adolescent rites of passage can play in broadening the concept of education in African-American communities. Shujaa describes these chapters as unique because they not only complete the volume but is a departure from the scholarship that addresses the education and schooling of African people in diaspora as an issue of societal integration.

Racism/ Politics/General

Silberman, C. (1964). Crisis in black and white. New York: Random House-Vintage.

Silberman states that unless the black position improves very quickly, blacks of whatever class may come to regard their separation from American life as permanent, and so consider themselves outside the constraints and allegiances of American society. The black district of every large city would become an American casbah with its own values and controls and an implacable hatred for everything white, poisoning American life. Silberman's basis for these comments stems from his belief that the plight of blacks must become America's central concern because of their potential to affect America's position in the world. He theorizes that the reason Red China and Russia were such powerhouse threats in the 60s was not due to their respective uncompromising totalitarianism but their evident desire to unite all the darker peoples of the world in a holy war against the white race.

Silberman urges the U.S. to solve the "Black problem" out of more than just political interest, that it must accept blacks as equal and participating members of society because it is the only decent thing to do. He argues that in the long run the greatest threat to the U.S. is not political or moral: the dehumanization of society that technology threatens. This means that if American does not solve its race problem, "the Crisis in Black and White" then it will not be able to deal with the problems of technology.

Psychology (general/development)/Economics

Silverstein, B.; Krate, R. (1975). Children of the dark ghetto: A developmental psychology. New York, NY: Praeger, Depicts the problems of poor Black children in cities, combining data from the literature by Black and White psychologists with personal observations in the classroom. Both the strengths and the weaknesses of ghetto life are described, and the point is raised that economically disadvantaged children do not form a homogeneous group universally suffering from the same psychological deficits.

Curriculum/Spirituality/General

Simmons, R. K. (1985). The crucial element in the development of black children. Self published.

This pamphlet stresses the importance of Black children developing African-based values to counteract the materialistic, self-centered values propagated by Europeans. As the title implies, the author feels that values constitute the crucial element in the development of Black children. However, he also feels major institutions influence our values and, therefore, the Black church and Black family must reclaim traditional African values which produced strong, obedient and competent children. --Useni Eugene Perkins.

Psychology (self-esteem)

Simmons, R.G. (1978). Blacks and high self-esteem: A puzzle. Social Psychology, 41 (1), 54-57.

Simmons addresses the discrepancies in the earlier research finding as compared with more recent findings on the self-esteems of Black children in comparison to White children. One notion about the supposed increase in levels of self-esteem in children is that it is a result of the increase in Black militancy.

Simmons lists some of the reasons for the discrepancy in findings:

1. Earlier studies were based on smaller, more nonrepresentative samples.
2. There was confusion in the earlier studies about whether the Blacks were questioned on their attitudes toward being Black and their race in general.

2.(a) There has always been and always will be confusion on exactly how to define self-esteem.

3. The indicators used in this study were different.

Smith makes a point of noting that a person's view of him/herself is more likely influenced by family and friends. In fact he states that in our segregated environments, children are probably not as aware of racism as is suspected. Again, the militant Black ideology is recognized as having taught Black youth to externalize rather than internalize blame for their societal positions.

Psychology

Simmons, R. G.; Black, A.; Zhou, Y. (1991). African-American versus White children and the transition into junior high school. Special Issue: Development and education across adolescence. American Journal of Education, 99 (4), 481-520.

Investigated differences between 88 African-American (AA) males, 92 AA females, 175 White males, and 157 White females who moved from Grade 6 in a K-6 school to Grade 7 in a junior high school. Repeated measures analysis of variance (ANOVA) was used on 71 dependent variables, with race and sex serving as independent variables. Social class and age were controlled. On most variables there were no significant racial differences in the change to Grade 7. Where there were significant differences, they indicated AA boys differed from the other race/gender groups. These differences pointed to an earlier adoption of behaviors and attitudes consistent with the stereotype of adolescence. AA boys showed greater indications of conflict, earlier entry to heterosexual relationships, greater expectations from parents and peers that they would date earlier, and greater indications of gender intensification. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Psychology(testing)/Linguistics

Simmons, J. O. (1988). Fluharty Preschool Speech and Language Screening Test: Analysis of construct validity. Journal of Speech & Hearing Disorders, 53 (2), 168-174.

Examined the Fluharty Preschool Speech and Language Screening Test in terms of construct validity. Analysis of the test was based on scores of 166 Black and 94 White 3-6 year old preschool children. Although age differentiation was moderately demonstrated, as was the need for separate language subtests, results for internal consistency, discriminant analysis, and item difficulty analysis raised questions as to the usefulness and appropriateness of many test items. The test as a whole was not found to be racially biased, however, individual test items may be. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Politics/Schools(general)

Simm, M. C. (1993, May). Public schools: Chance or choice? Black Enterprise, p 49.

Ms Simms details the distressing statistics related to the education that black children are receiving in public schools around the country. Utilizing these same statistics, Simms, predicts that by the year 2000 black students' chances of high school graduation from these institutions will be slim because of the deficiencies within the pedagogical and resource base of the American public school system. Utilizing empirical data covering a span of 13 years from 1980 to 1992, Simms chronicles the federal government's complicitous role in the decline of public schools in America. Simms cites the educational goals of former President Bush's 1991 report, *America 2000: An Education Strategy* to illustrate that while it is clear that "better education is a goal everyone can embrace, the best way to improve education in America is not to disrespect other cultures and modes of learning."

Power Schools

Sims, E. R. (1988). Successful program, policies and practices at Corliss High School. Journal of Negro Education, 57 (3), 221-235.

Sims begins by admitting that some low-income schools have effective curriculums and in service social programs for its students, but only some schools possess those scholastic attributes. George Henry Corliss High School is one of many low-income schools which, as Brookover and associates contend in *Creating Effective Schools: An In service Program for Enhancing School Learning Climate and Achievement*,". . . are beset with discipline problems, violence, poor attendance, and, most of all, low achievement and failure to attain basic literary skills." Fortunately, initiatives designed to improve students and teacher attendance, bolster school morale, improve instruction, increase time of teaching, as well as other objectives were employed to turn Corliss High School around. An "Attendance Lotto" was created to challenge students and teachers in attending school. Cash prizes were given for best attendance. The school's morale was developed in various ways, but one specifically, was the re-affirming of the school's motto: "In Pursuit of Excellence." Also various types of awards were provided for good citizenship or academic excellence. Teachers' plans of instruction was sometimes supervised by other teachers, and critiqued to help improve each other's lesson plans. More time was spent on teaching and less time on clerical and administrative duties. Results of Corliss High School's included being recognized as an outstanding school in Chicago for inner-city students and being identified nationally for school improvement in 1987.

Health (substance abuse)

Singleton, E. G.; Harrell, J. P.; Kelly, L. M. (1986). Racial differentials in the impact of maternal cigarette smoking during pregnancy on fetal development and mortality: Concerns for Black psychologists. Journal of Black Psychology, 2 (2), 71-83.

Data from more than 60,000 births in the U. S. as reported in 6 investigations were reevaluated by statistical power analysis to determine if racial differentials existed in the impact of maternal cigarette smoking during pregnancy on low birth weight and infant mortality. The risk of mortality was significantly greater for infants of Black maternal smokers than Black nonsmokers, but the same relationship was not evident for Whites. The most dramatic increase in mortality was exhibited among infants of Black mothers who smoked more than one pack of cigarettes per day. It is concluded that racism, sexism, and associated increased levels of psychosocial stress appear to be implicated in the etiology of these racial differentials.

Curriculum/Methodology/Power Schools

Sizemore, B.A. (1989). Curriculum, race and effective schools. In H. Holtz, I. Marcus, J. Dougherty, J. Michaels & R. Peduzzi (Eds.) Education and the American Dream: Conservative, Liberals and Radicals Debate the Future of Education. New York: Bergin & Garvey.

Sizemore examines the nature of the curriculum and the impact of teachers' "cause-belief statements" about African-American children's ability to learn. She argues that the content, methodology, and implementation of the curriculum are influenced by the values and assumptions that teachers hold toward their students. A brief analysis of five classifications of cause-beliefs is given. The author also summarizes briefly the correlates of effective schools for poor and ethnic minority students:

- High expectations for students to achieve
- A positive atmosphere conducive to learning
- A high degree of focus on instruction and
- A means measuring results and performance and
- Strong visionary leadership from the school's administration

Drawing from her study of three high quality predominantly Black public elementary Pittsburgh schools, Sizemore cites the critical requirement for an effective and excellent: the principal must believe that African-American students can meet high expectations of success. Vann Elementary school is profiled as an example.

Sizemore also offers insightful critiques of the omissions, misrepresentations, and lies presented in texts used throughout the Pittsburgh middle school social studies curriculum.

Power Schools/Schools

Sizemore, B. (1988). The Madison Elementary School: A turnaround case. Journal of Negro Education, 57 (3), 243-265.

Sizemore, member of the department of Black Community Education

Research and Development at the University of Pittsburgh, begins by citing a startling statistic: "of the twenty-one elementary schools that were 70 percent or more African-American in 1979, only five were high achieving as reflected on Metropolitan Achievement Tests [MAT] ". Organization, Sizemore postulates, is the key to school success. Sizemore investigates organizational factors at three predominately Black elementary schools in Pittsburgh. Sizemore discovered that the two schools in which the teachers interacted with their students more than with each other improved students' academic level. Also, the same two schools which were characterized as having a business-like atmosphere rather than a central social meeting place was controlled more effectively. Furthermore, these schools disciplined their students by putting them in detention programs for unacceptable behavior while the other school, many times, overlooked the behavior of its students. The students who were disciplined were consequently more respectful of their teachers and staff while the other school's students behavior needed improvement. Sizemore goes on to prove that organization can be one of the most effective ingredients in turning around a low-income school.

Special Education

Skrtic, T. M. (1991). The special education paradox: Equity as the way to excellence. Harvard Educational Review, 61 (2), 148-206.

Thomas Skrtic begins his article with a quote from Max Weber's Politics as a Vocation, "The final result of political action often, no, even regularly, stands in completely inadequate and often even paradoxical relation to its original meaning." This quotation sums up Skrtic's sentiment regarding implementation of laws involving special education. Skrtic provides an analysis and critique of the special education system in the United States focusing on its policies, practices, and assumptions. The centerpiece of Skrtic's argument and critique in that the "letter of the law has been the principal barrier to achieving the spirit of the law." [The law of note is the Education of All Handicapped Children Act of 1975 (EHA).] The spirit of this law, according to Skrtic, was the formalizing of mainstreaming - providing all segments of the population with the type of education that would more easily facilitate their full socio-economic absorption into American society. Skrtic assesses that the current bureaucratic school organizational structure and specialized professional culture are inappropriate forms to fulfill the goals of mainstreaming which are educational excellence and equity. Skrtic suggest an alternative school organizational structure called "adhocracy" which stresses collaboration and active problem solving. Adoption of such a program, Skrtic concludes, will provide educators and administrators with the means to reconcile the social goals of educational excellence and educational equity.

Psychology/Schools/Economics

Slaughter, D. T. (1988). Black children, schooling, and educational interventions. New Directions for Child Development, Winter (42), 109-116.

Discusses the roles that developmental and educational psychologists have in defining effective environments for Black children. Psychologists may help destroy myths and stereotypes about policies, programs, and or populations, based on research data. Research by D. T. Slaughter and E. G. Epps (see PA, Vol 75:15298) suggests that cooperative relationships between parents and teachers are particularly important for impoverished children. It is suggested that continued research can assess whether or not poverty, in particular Black poverty, is qualitatively different today than in earlier years, and whether or not individuals have adopted new coping strategies. (PsycINFO Database Copyright 1989 American Psychological Assn. all rights reserved).

Sociology (family)

Slaughter, D. T. (1983). Early intervention and its effects on maternal and child development. Monographs of the Society for Research in Child Development, 48 (4), 1-83.

Conducted a two year study of intervention with 83 lower-income Black mothers (mean age 24.4 years) and their 18-44 month old children. Attempts were made to consider the social and cultural experiences the mothers brought to an early-intervention context. A primary goal was to contrast the development of control children and mothers with that of children and mothers involved in two parent-education programs. Two models of parent education were contrasted: The P. Levenstein (1970, 1971) toy demonstration and a mothers' discussion group (E. Badger, 1971) program. Children were evaluated, and mothers and children were observed in a situation in their communities, so that comparability for the three groups, including one control group, could be established. Mothers were interviewed in their homes. Results show that the discussion-group mothers were significantly superior to controls on the Loevinger Scale of Ego Development and on observational measures of teaching style. These mothers interacted more with their children and were more likely to expand on the children's ongoing play. Demonstration group children were superior to controls on the McCarthy Scales of Children's Abilities Verbal subscale at final testing. During play, discussion-group children verbalized more often. At final testing the program children had a higher average IQ score on the McCarthy scale. The average IQ score of controls was typical for their social status and racial group.

Learning Styles/Methodology

Slavin, R. E. , Oickle, E. (1981). Effects of Cooperative Learning Teams on Students

Achievements and Race Relations: Treatment by Race Interactions. Sociology of Education. 54, 174 - 180.

The purpose of this study was to examine if the results of cooperative learning methods had a positive effect on student achievement and relationships between students of ethnic or racial backgrounds. It investigated the treatment of race interactions in ten integrated middle school English classes. The sample consisted of two hundred thirty students in grades six through eight, of whom seventy-eight percent were African American and the rest white.

The analysis of this study supports that 1) cooperative learning strategies tend to increase the achievement levels of all students, and that they do so more for blacks than for whites; 2) cooperative learning strategies reduce achievement disparities between blacks and whites; 3) there is marginal significant positive main effects of the cooperative treatment on cross-racial friendships; and 4) there are implications for understanding black culture and its interactions with traditional schooling and with cooperative learning. The study also documents a difference in the way that white and black students respond to instruction.

Methodology/ Curriculum/Learning styles

Sleeter, C., & Grant, C. (1988). Turning on learning: Five approaches to multicultural teaching plans for race, class, gender and disability. New York: Merrill.

This book attempts to provide a framework for examining five different teaching approaches that address human diversity. The basis comes from a grouping of several methods used by teachers across the country into five specific strategies or plans. In Chapter 2, which deals with teaching the exceptional and culturally different, the focus is on how to help students who do not succeed in the existing classroom or societal mainstream. The approach discussed here builds bridges between the capabilities of the student and the demands of the school and wider society, so that the student can learn to function successfully. Chapter 3 deals with helping students get along with one another better by appreciating themselves and others. Chapter 4 focuses on groups left out of the existing curricula such as blacks, women, Asians and the disabled. In the Chapter 5, on multicultural education, a suggestion is made to change the existing school practices in favor of including more diversity, choice and equal opportunity. Finally, in Chapter 6, which deals with education that is multicultural and social reconstructionist, social inequalities among groups in society as well as in the students' own experiences are addressed.

Bi-racial & interracial/ Psychology (identity)

Small, J. W. (1984). The crisis in adoption. International Journal of Social Psychiatry. Spring. 30

(1-2), 129-142.

Contends that transracial adoption developed in response to the needs of childless White couples in the UK. Views on transracial adoption include the ideas that the child is better off in a family, but that the family must recognize the racial climate of the community. Transracial adopters appear to have high SES; they may or may not have other children; and they are often distant geographically from the Black community. Adopters are categorized as desiring to adopt children of two Black parents, children of mixed parentage, and children of either type of parentage. Those potential adopting parents belonging to this third category are considered ideal because they put the child's needs before their own needs. A concept of assimilation often underlies transcultural placements, but mixed-parentage children are seen by society as Black. Case studies of a 14 year old male and a 3 year old girl growing up in children's homes with only White staff illustrate the difficulties Black subjects may have when separated from their cultural heritage. It is suggested that identity, lifestyle, the Black community, socialization, adaptation, and social environment issues be addressed by prospective transcultural adopters before placement occurs. The phenomenon of identity confusion in transracially adopted children is discussed in a Freudian conceptual framework.

Health (substance abuse)/Psychology (development)

Smith, I. E., Coles, C. D., Lancaster, J., Fernhoff, P. M., (1986). . The effect of volume and duration of prenatal ethanol exposure on neonatal physical and behavioral development. Neurobehavioral Toxicology & Teratology, Jul/Aug, 8 (4), 375-381.

Examined the effects of prenatal dose and duration of maternal alcohol consumption on physical and behavioral development of newborns of 149 mothers who were primarily Black and of low socioeconomic status (SES). Dependent measures were cluster scores on the Brazelton Neonatal Assessment Scale at 3 days, infant birth weight, length, and head circumference. Infants of women who continued to drink throughout pregnancy differed from those of women who did not drink during pregnancy on orientation, autonomic regulation, birth weight, length, and head circumference. Infants of women who continued to drink and those of women who stopped showed significant correlations between birth weight and motor performance. Birth weight of infants in the continued drinking group also correlated significantly with abnormal reflexes.

Psychology (identity)/Racism

Smith, E.M.J. (1989). Black Racial Identity Development: Issues and Concerns. The Counseling

Psychologist, 17 (2), 277-288.

Smith begins by defining race as the "differential concentrations of gene frequencies responsible for traits that are usually confined to physical manifestations." He also suggests that a strong sense of ethnicity is psychologically important, and that groups of people who have a strong ethnic identity are more successful.

Smith criticizes Cross' use of the term psychological Nigrescence saying that the term itself evokes images of the helpless victim days. Smith describes Cross' theory as the "Nigger to Black" transformation, and questions why a theory that supposedly describes Black American identity development would be formulated on a foundation of racism. It is racism that causes Black American to have a "mutated sense of racial development: in the first place because otherwise racial identity development would be the same for all races. Smith also discusses the notion of situational racial identity.

Smith redescribes the four stages of psychological Nigrescence as follows:

1. In the first stage the person moves toward the aggressor in his/her search for acceptance.
2. In the second stage there is a movement against the aggressor.
3. The third stage sees a move away from the aggressor.
4. In the last stage the person incorporates this notion of a bicultural person.

Smith list 10 propositions for the development of a foundation for a theory of racial identity. He also makes propositions for a racial identity development theory.

Sociology (Family)

Smith, C., Krohn, M. D., (1995). Delinquency and family life among male adolescents: The role of ethnicity. Journal of Youth & Adolescence, Feb. 24 (1), 69-93.

Investigated the role of parent-child attachment, parent-child involvement, and parental control in interviews with 119 pairs of White adolescents and parents, 40 African American pairs, and 100 Hispanic pairs. Family socialization had a relatively weak impact on African American and White families, while Hispanic family life appeared to have a more pervasive effect on adolescent behavior. For Hispanic male adolescents, the degree of family involvement and the indirect influence of attachment on involvement exerted an important influence on conformity. Parental attachment and control did not exert a significant direct influence on Hispanic delinquency but were related to delinquency in African American and White families. Hardship had an impact on families, possibly through personal and marital stress and irritability. Hispanic adolescents were more affected than other adolescents by the father's absence.

Linguistics/Learning styles/Methodology

Smitherman, G. (1993). "The Blacker the berry the juice": African-American students writers and the national assessment of educational progress. Pittsburgh, PA, (ERIC Document Reproduction Service No. ED 366 944).

Smitherman's study sought to answer the following questions:

(1) Can Black students writing be characterized by an identifiable discourse style rooted in African-American Verbal tradition?

(2) ...does use of this discourage style correlate with the use of patterns of Black English Vernacular (BEV) grammar?

(3) ...does use of an African-American discourse style have an effect on teacher ratings?

(4) Given writing on both BEV discourse and BEV grammar does one dimension have greater effect on teacher rating than the other?

Using a holistic scoring analysis of 867 essays, Smitherman concluded:

(1) Yes, a discernibly African-American discourse style emerged: the essays tended to reflect a field dependency style.

(2) No correlation existed between a distinctly African-American discourse style and the use of BEV syntax.

(3) A correlation does exist between discourse style and the teacher rating. Those essays that employed a distinctly African-American discourse style received a higher rating.

(4) When essays exhibited both BEV style and BEV grammar, the stronger the style, the higher the rating.

Smitherman's results are translated in the following recommendation for instruction:

(1) capitalize on strengths of this cultural discourse;

(2) encourage the field dependency style;

(3) de-emphasize concerns about BEV grammar.

Linguistics/Anthropology/History

Smitherman, G. (1977). Talkin' and testifyin': The language of black America. Boston: Houghton Mifflin.

Smitherman attempts to provide an historical analysis of the development of the Black English structure. The author traces the socio-cultural development of the African-American community and examines the social, cultural, and linguistic influences that shape and define Black English.

Chapter 1 - Smitherman examines traditional West African speech patterns and documents the instances where this speech pattern has been retained and is observable within the speech patterns of enslaved Africans in the United States and the Caribbean. The authors posits that Black English consciously, in its earliest manifestations, and now unconsciously, "looks back to an African linguistic traditions which was modified on American soil".

Chapter 2 - Smitherman systematically examines the sound and structure of present-day Black English. The author informs us that there is a distinctive and repetitive pattern within the speech patterns of African-American. The significance of this pattern is examined in relation to traditional African patterns of speech.

Chapter 3 - Smitherman discusses the contemporary and historical importance of the ideological concepts which underlie the terminology of Black English. Issues of external community defining as opposed to internal community defining are examined within the context of the African-American historical experience. Smitherman cites imagery evoked through the language of African-American that is present in African-American literature, folk songs, and music as evidence of the conceptual complexities of Black English.

Chapter 4 - Smitherman provides an examination of how the African world view affects the terminology and usage of Black English. There is also an examination of the African-American oral tradition and how it influenced the formation of the speech patterns and rhythm of Black English.

Chapter 5 - Smitherman examines how the terminology of Black English is determined by the intent behind the message being communicated. Smitherman demonstrates how common cultural experiences affect the listener's ability to translate Black English and/or understand the multiple nuances contained within Black modes of discourse.

Chapter 6 - Smitherman examines Black and White attitudes toward language in general, and Black English in particular. There is a focus on the diversity of attitudes within each community which illustrates of cultural/social commonality and cohesion.

Chapter 7 - By examining the cultural and socializing role of Black English within the African-American community, Smitherman provides a strong indictment of those who dismiss the efficacy of Black English. Smitherman offers a variety of exercises aimed at bridging the gap between Black and White English. Smitherman also examines teacher attitudes to illustrate how language dynamics affect self-esteem and self-worth. There is a general focus upon how early learned behavior can assist in the developmental socialization of African-American children within American society.

Linguistics

Solomon, I. D., Winsboro, B. L. (January-April, 1993). Black English in the classroom: The implications of rhetoric vs. reality. The Negro Educational Review XLIV (1), 12-21.

This article studies the implications of sociolinguistic bias associated with Black English and offers specific suggestions designed to help educators plan strategies for counteracting any negative attitudes or behaviors regarding speakers of Black English. Educators of black children are encouraged to make a special effort to understand Black English within its cultural context with an eye toward accommodating rather than rejecting Black English on the basis of erroneous beliefs, assumptions and theories.

This article emphasizes the need for educators to be more aware and cognizant of their own attitudes and actions toward students who are speaker of Black English so that they may make changes in their approach to the benefit of their students education and achievement.

Literature (autobiography)/Rites of Passage & Traditional Education
Some, M.P. (1994). Of water and the spirit. New York: Putnam Publishers.

In his autobiographical book, Malidoma Some, whose name means "be friends with the stranger/enemy" describes and analyzes the events of his life. He was born in Upper Volta West Africa under the shadow of French Colonial rule. When he was four years old he was kidnaped from his community and taken by a Jesuit priest and imprisoned in a seminary built for training Black Catholic priests. Fifteen years later after his traditional religion and culture had been literally beaten out of him, Malidoma fled the seminary and walked 125 miles through dense jungle back to his own people who call themselves the Dagara. Because he had been educated and socialized by white men, many people in his community regarded him as the "white Black" to be look upon with suspicion because he had been contaminated with the "sickness" of the colonial world.

The elders of his community decided after much discussion and doubt to allow him to undergo the month-long initiation rite in the wilderness which Malidoma describes in great detail. His elders felt that completion of the rite was the only hope of reconnection with his people. Malidoma emerged from the ritual with a new perspective on life. He rejoined his ancestral past with his cultural present and received preparation to fulfill his destiny.

Malidoma Some is not a medicine man nor a diviner: he holds three master's degrees and two Ph.D.'s from the Sorbonne and Brandeis and for three years taught literature at the University of Michigan. He travels to the United States frequently discussing tribal customs. spiritual beliefs, and the world of the ancestors.

Racism/Rites of Passage & Traditional Education
Some, M.P. (1995). Lecture at the Aaket Center for Hue Man Development. Tallahassee, FL.

During his lecture, Malidoma talks to a group of students, professors and community people about his life, his work and his destiny. He describes life in his community and describes the differences between traditional African culture and

Western culture. He talks about the effect of oppression and colonialism on his people and discusses what he considers to be his role in the struggle for the liberation of African people. He talks about the role of the ancestors, elders and children in his community as well as the specific role that his mother, father siblings and peer has on his own life.

Literature (novel)
Soyinka, W. (1963). The lion and the jewel. London: Oxford University Press.

As with many African novels, this work depicts the basic conflict of the African and European value systems. The African value system is touted as being far superior to the white one by the author.

This story is set in a traditional Yoruba village and describes the conflict between Baroka, the "Lion of Tiujinle" and the Christian school teacher Lakonle. These two had contrasting approaches to bid for the Jewel, a lovely lady named Sidi, for her hand in marriage. Baroka is the traditional man with four wives while Lakonle is the modern European educated man. At first Lakonle charms Sidi, but Baroka soon wins her in marriage. The story makes the comparison of the value systems through these men of individualism versus traditional communalism. As symbolic of Sidi's choice, tradition and values are superior to the Western lifestyle.

Another important theme of the book describes what African training was before contact with the European and how more beneficial it was to the people. The author's opinion is that the white man's ways are "wrong;" a return to African values is "right." Social change involves fragmentation and breaking up of the community value system. Africans must remember and reclaim the traditional values of the past.

Literature (criticism)
Spears-Bunton, L. A. (1990) Welcome to my House: African American and European American student's responses to Virginia Hamiliton's *House of Dies Drear*, Journal of Negro Education, 59, (4).

The first section of the article addresses the relationship between reader response and culture among poor and working-class Black Americans with European American high school students . The second session consists of portraits of a teacher and her students as they navigated their way through a series of African American Literary texts.

Psychology/Sociology (family)
Spencer, M. B. (1983). Children's cultural values and parental child rearing strategies.

Developmental Review, Dec. 3 (4), 351-370.

Researchers during the past 40 years have not been able to determine the relationship between young Black children's personal and group identity. Investigators suggest that impersonal agents determine young Black children's White-biased cultural values, usually ignoring the influence of parental childrearing strategies. The present study reviewed and compared group identity findings from three studies conducted in the Midwest, North, and South. These findings indicate that preschool children show consistently Eurocentric (White-biased) choice behavior; the trend for most attitudes and preferences changes to an Afrocentric orientation during middle childhood Parental interviews obtained from 45 Southern mothers from lower- and middle-income families offer alternative interpretations of these choice patterns. Values transmitted (e.g., teaching children about civil rights and racial discrimination) predicted children's Afrocentric racial attitudes and preferences.

Psychology (self-concept)

Spencer, M.B. Black children's race awareness, racial attitudes and self-concept: A reinterpretation. Journal of Child Psychology and Psychiatry, 25 (3), 433-441.

Spencer says that most studies in the past failed to determine the difference between self-concept and racial attitudes, but rather they have assumed that they could measure self-concept through racial attitudes. In this article, Spencer examines the relationship between race awareness, racial attitudes, and self-concept.

130 children between the ages of four and six were involved in this experiment. The following measures were used.

1. Race dissonance assessment
2. Race awareness assessment
3. Self-concept assessment
4. Assessment of verbal ability

The finding seemed to show:

1. racial awareness was positively related to racial attitudes.
2. there was no difference on race awareness or racial attitudes due to age.
3. race awareness was found not to be positively related to self-concept.

Spencer concluded from her study that children develop a self-concept independent of attitudes dealing with racial identity.

Psychology (identity)

Spencer, M. B., Markstrom-Adams, C. (1990). Identity processes among racial and ethnic minority children in America. Child Development, 61, 290-310.

Spencer and Adams presents a synthesis of literature related to identity processes among American ethnic and racial minoirty children and adolescents. Ethnic and racial identification, preferences, and attitudinal studies have been conducted among younger children, while the constructs of ego identity and ethnic identity have been studied among adolescents. Moreover, Spencer and Adams conclude their synthesis with a discussion of conceptual issues salient to the identity development processes among ethnic and racial minority children and adolescents.

Psychology

Spencer, M. B., Dobbs, B., Swanson, D. P. (1988). African American adolescents: Adaptational processes and socioeconomic diversity in behavioral outcomes. Special Issue: Mental health research and service issues for minority youth. Journal of Adolescence, Jun, 11 (2), 117-137.

Explored the relationship of economic diversity to stress reactivity. 384 Black 3, 5, 7, and 9 year olds of various socioeconomic status (SES) were administered a series of identity measures and the Peabody Picture Vocabulary Test (PPVT) and the McCarthy Scales of Children's Abilities. Their parents completed the Child Behavior Checklist prior to the Atlanta Youth Murders. Three years later, following this stressful event, 150 subjects were reassessed on similar measures. Results reveal consistent SES links between the manifestation of behavioral problems and the display of competencies. Lower income subjects, particularly males manifested more problems and fewer competencies. Personal identity was a significant predictor of school competence, and school self-esteem was a predictor of academic performance. The manifestation of behavioral problems was significantly predicted by cognitive performance variables. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Psychology (self-concept)

Spencer, M. B. (1988). Self-concept development. New Directions for Child Development, Winter (42), 59-72.

Argues that the process of identity (self-concept) formation among Black children is determined by cognitive maturation, current situational factors, and previous socialization influences (including ego defenses). Previous research (e.g., H. McAdoo (1973,1977); M. B. Spencer (see PA, Vol 71:31128)) demonstrates the independence of Black racial attitudes and Black self-concept from early childhood through adolescence. Policy considerations for Black children and adolescents include exploring existing familial, community, and societal supports and addressing U. S. racism as a mental health issue. (PsycINFO Database Copyright 1989 American Psychological Assn. all rights reserved).

Psychology (identity)

Spencer, M. B., Cunningham, M., Swanson, D. P. (1995). Identity as coping: Adolescent African-American males' adaptive responses to high-risk environment. In Herbert W. Harris, Howard C. Blue, Ezra E. H. Griffith, (Eds.) Racial and ethnic identity: Psychological development and creative expression. New York: Routledge p. 31-52.

Examines issues of identity formation for economically vulnerable African-American youth. Examines the developmental processes which support coping strategies. This chapter offers a better understanding of normal development under challenging conditions, describes the results of some of their research, and offers policy recommendations based on an interpretation of the findings. The research summarized a 5 year longitudinal study and a 3 year follow-up, involving a total of 774 3-15 yr old students.

Psychology (self-identity)

Spencer, M. B., Markstrom-Adams, C. Identity processes among racial and ethnic minority Children in America. Child Development, 61, 290-310.

Spencer and Markstrom-Adams present a synthetical overview of literature on identity development during childhood and adolescence for ethnic and racial minority groups in the United States. The authors begin by examining the relationship between identity and other constructs of the self system; such as self-esteem, self-awareness, and self-perception. They conclude that the self system is incomplete, and in some cases displaced, without a healthy and well developed identity construct. Spencer and Markstrom-Adams also provide an analysis of the barriers which affect minority children and adolescent identity formation. Such barriers include, but are not limited to, the following: a) value conflicts that exist between cultures, b) the lack of identity-achieved adult role models, and c) the last of culture-focused guidance from the family. By relating identity formation to family structure, the authors present a picture of a recurring cycle of maladaptive identity formation which is self perpetuating. Spencer and Markstrom-Adams conclude by offering intervention and preventive strategies and techniques to assist in the process of identity formation among minority children and adolescents in the U.S.

Psychology (identity)

Spencer, M. B., Cole, S. P., DuPree, D., Glymph, A. (1993). Self-efficacy among urban African

American early adolescents: Exploring issues of risk, vulnerability, and resilience. Special Issue: Milestones in the development of resilience. Development & Psychopathology, Fall, 5 (4), 719-739.

Analyzed data from the first year of a longitudinal study of 394 male and 168 female Black adolescents to examine coping methods and competence outcomes as measured by academic performance (national percentile ranking (NPR) on the Iowa Test of Basic Skills) and academic self-esteem (ASE). Regression analyses were performed to test a model of risk and resilience that takes into account family and neighborhood characteristics, Subjects' perceptions of their contexts, coping strategies, identity processes, and achievement outcomes. With all measures in the regression model, predictors of NPR for males were mother's education and ASE; predictors for females were mother's education, parental life dissatisfaction, Subjects' perception of family conflict, and ASE. Predictors of ASE for males were mother's education, negative life events, and Subjects' perception of family conflict; predictors for females were negative life events and Subjects' perception of family conflicts.

Psychology (development)/Racism

Spurlock, J.; Norris, D. M. (1991). The impact of culture and race on the development of African Americans in the United States. In Allan Tasman, Stephen M. Goldfinger,(Eds.) American Psychiatric Press review of psychiatry, 10, 594-607. Washington, DC: American Psychiatric Press, Inc.

Addressed the factors of poverty, racism, and sexism in tracing the biopsychosocial development of African Americans. Attention was given to the similarities and differences as related to socioeconomic status. References from the literature and composites of vignettes from professional and social experiences illustrated some of the circumstances that are particularly unique to Black people in the United States. Developmental periods considered were prenatal, infancy and early childhood, latency, adolescence, adulthood, senior citizens.

Sociology (family)/ Spirituality/ Psychology

Stack, S., Wasserman, I. (1995). The effect of marriage, family and religious ties on African American suicide ideology. Journal of marriage and the family, 57(1), 215-222.

This study explored the link between marriage, family, religious ties, and suicide beliefs among African Americans. There is little empirical work that tests the assumption that marriage and family ties give African Americans survival strength against racism and suicide.

The data used in this study was selected from the U. S. General Social

Surveys, 1972-1990, conducted by the National Opinions Research Center. Suicide beliefs were measured as an index of four unidirectional items available. The data seemed to indicate that married African Americans have a lower belief in suicide than unmarried African Americans. Church affiliation was the strongest variable related to suicide. This data seemed to indicate that greater church attendance lowered belief in suicide. Church attendance was found to be more closely associated with suicide ideology than was marriage.

History

Stampp, K. M. (1989). The peculiar institution: Slavery in the Ante-Bellum South. 3rd Edition. New York: Vintage Books.

A book about chattel enslavement. Stampp discusses the forces behind the system of slavery. Stampp demonstrates through historical evidence that slavery started accidently, and later began a peculiar institution which trapped Africans. Stampp shows how the white slave owners made profit after profit from the selling and the using of Africans. What is illustrated is that slavery did not come about from an evil proclivity to enslave a people, but was a capitalistic venture.

Curriculum/Psychology (development)

Stanley, W. B.; Charlesworth, R.; Looney, S.; Ringuest, J. (1987). Assessing young children's social concept development. Early Childhood Research Quarterly, 2 (4), 341-357.

Replicated a study by the present authors (1985), using 64 kindergarten and 65 first grade public school students from lower to upper middle-class socioeconomic status (SES) levels. Profile analysis was used to compare grades, sex, and racial groups. All three variables had a significant impact on performance. Significant differences in difficulty were found among the 9 concepts measured. Three of the most difficult concepts (family-not family, those who protect us, and past-present) were commonly included in early childhood curriculum. Results suggest that the level of concept development needs to be considered in planning social studies curriculum and instruction for young children. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Racism/School (general)

Steele, C. M. (1992, April). Race and the schooling of black Americans. The Atlantic Monthly, pp. 68-78.

Of the blacks who attend a four year college, 70 per cent of them drop out, compared to 45 per cent Whites. The grades of black college students average half a letter below the grades of their white classmates. From 1977 to 1990, the number of Ph.D.'s awarded to whites remained the same. The number awarded to American black dropped form 1,116 to 828. One can observe any desegregated school in America and consistently observe blacks and whites in largely separate worlds.

The authors suspects there is a stigma that many blacks face in society as well as school. As a result, school achievement is affected.

The deficits noted in achievement occur regardless of financial or background status. Surveys have shown that Black Americans often value education more highly that whites. There is another force responsible for the under achievement of blacks. The images society creates devalue Black Americans. These images condition blacks to internalize racism and whites to promote it. It seems that blacks and whites are victims of Western oppression.

The author did note some approaches that may be successful in counteracting the vulnerabilities. Research involving hundreds of schools conclude that black achievement is consistently congruent with conditions that reduce racial vulnerability.

This reference addressed the basics of a corrective approach in which school systems must focus on in order to improve the educational achievement of black Americans.

School (general education)

Steinber, L., Dornbusch S. M., and Brown, B. B. (1992). Ethnic difference in Adolescent Achievement: An ecological perspective, American Psychologist, 47 (6) 723-729.

This article investigates ethnic differences in school achievements from an environmental perspective. Employing data gathered from a large sample of high school students, the authors state that white youth benefit from the combination of authorative parenting and peer support, whereas Hispanics suffer from a combination of parental authoritarianism and no peer support. Asian youth are influenced by a combination of parental authoritarianism, but excel academically because of it. African American youth are negatively affected by the absence of peer support for achievement which undermines the positive influence of authoritative parenting.

This article examines possible explanations for the inferior academic performance of African American and Hispanic American children compared to Asian American and White children. Past studies have indicated that African American children exhibit lower performance in high school because of cultural differences in (a) parenting practices and (b) values concerning education. The results of this study, which was conducted on approximately 15, 000 students, produced different findings. Although there is strong evidence that indicates authoritative parenting results in higher school performance, it was found that African American parents are more authoritative than Asian American parents. In addition, school performance was unrelated to parental education levels, which again contradicts research that indicates strong correlation between student success and parental education. For unknown reasons, high achieving African American students indicated very low peer support for academic achievement. The authors hypothesize that peers' values and support may offset the benefits of authoritative parenting for African American youth.

This reference shows that past studies have incorrectly portrayed African American parents as being uneducated and uninterested in their children's education. It also points out that the cultural variables mediating academic success are complex and have not been thoroughly investigated.

Psychology (self-concept)

Stephenson, H. C. Jr. (1994). Validation of the scale of racial socialization for African American adolescents: Steps toward multidimensionality. Journal of Black Psychology, 20(4), 445-468.

The study supported the body of literature that views African American socialization cultural practices as rich and multifaceted. It also examines the development of the construct of racial socialization. This study reported the development of the Scale of Racial Socialization for Adolescents (SORS-A). Two hundred students out of 236 African American adolescents were asked questions abut the relationship between kinship support, racial socialization, and racial identity attitudes in four domains: Spiritual and religious coping, extended family caring, the teaching of African American history, cultural pride reinforcement, and life achievement and struggling.

Psychology/Sociology (family)

Stern, L. S. Children of depressed mothers: A study of psychological outcome variables and maternal child-rearing attitudes. Dissertation Abstracts International, 43 (7-B), 2360.

This study investigated the nature of depressed mothers' child-rearing attitudes and the possible impact of an affectively disordered mother upon the psychological development of her child. The study was based upon the transactional object relations theory that a deficit in mothering will skew the development of object constancy in the offspring. There were two different comparison groups of depressed mothers dichotomized on the basis of race and social class status. The research was conducted at and in collaboration with the Laboratory of Developmental Psychology, NIMH. The subjects were 27 mothers, each of whom had at least two children; the younger child, age 2-3, was the focus of the Laboratory's larger study and the 5-9 year old was the target child of this study. The mothers comprised three comparison groups: white middle class normal and depressed groups and a group of black lower class depressed women. Data was collected at the NIMH Laboratory using five instruments. Schedule for Affective Disorders and Schizophrenia-lifetime version for mothers diagnose. The Child Assessment Schedule, The Achenbach Child Behavior Checklist, and The Expectation of Benevolence-Hostility test were used to measure child levels of self-esteem, projection, aggression, and depression. Maternal child-rearing attitudes were measured using the Maternal Attitude Scale. The finding of the study was that the offspring of black lower class depressed mothers are at greater risk for childhood psychopathology--specifically childhood depression--than the offspring of white middle class depressed mothers. Among the children of the depressives, depression was found to be a significant predictor of aggression. --Dissertation Abstracts International.

Methodology/Power Teaching/Learning & Teaching Styles

Stevens, F.I. (19--). Applying an opportunity-to-learn conceptual framework to the investigation of the effects of teaching practices via secondary analyses of multiple-case-study summary data. The Journal of Negro Education, 62, (3), 232-248.

Stevens discusses how teachers view their role and their willingness to improve their teaching practices. Stevens argues that the current level of teaching practices is unacceptable. Teachers teach the way they were taught which means that there is a continuous cycle of mediocre teaching styles and level of effectiveness. Stevens believes that the best way to help teachers learn new ways of teaching is to show them examples of good teaching styles.

The Opportunity-to-Learn conceptual framework, is comprised of four variable that influence teacher instructional practices and student learning.

1. content coverage variables: measures whether or not students cover the core curriculum for a particular grade level or subject.
2. content exposure variables: takes into consideration time-on-task and the depth of the teaching provided.
3. content emphasis variables: influences which topics within the curriculum are selected for emphasis.
4. quality of instructional delivery variables: reveals how classroom teaching practices affect students' academic achievement.

This framework encourages stakeholders to consider the interaction of all these variables simultaneously. An example is given about how this model is used in a real school setting.

Sociology (family)

Stevens, J. H.; Duffield, B. N. (1986). Age and parenting skill among Black women in poverty. Early Childhood Research Quarterly, Sep. (3), 221-235.

Examined the relationship between mother's age and measures of maternal behavior reflective of verbal responsiveness, punitiveness, and instrumental support for intellectual development in a sample of 158 low-income Black women and their infants. Mothers ranged in age from 15 to 40 years, infants were 13-30 months of age. Children were scored on the Bayley Scales of Infant Development, and mothers were assessed with the Home Observation for Measurement of the Environment for Infants. Results show that mother's present age was positively correlated with general parenting ability and with verbal responsively and nonpunitiveness. Among women over 21 years of age, those who became parents while teenagers manifested less optimal parenting and had infants who showed less optimal mental development.

Linguistics

Stice, C. F. (April, 1983). Reading, dialect and the low-achieving black college student. The Negro Education Review 34, 84-87.

This article articulates the results of a study which examined the oral reading performance and comprehension of five of the weakest readers among the college freshmen at Tennessee State University. The results noted that there was "no evidence of 'dialect interference' in the comprehending process" thus contradicting the notion of Black English as a deficient language. The author included in this article, several strategies that can be utilized to reinforce reading comprehension and examination of points of view in character development.

This article is significant not only in that it disproves the general assumption that Black English is deficient and interferes with comprehension but also supports a more student-centered approach in teaching.

Sociology (family)

Stinnett, N., Talley, S., Walters, J. (1973). Parent-child relationships of black and white high school students: A comparison. Journal of Social Psychology, Dec. 91 (2), 349-350.

Compared selected aspects of parent-child relationships of 167 white and 167 Black high school students. Variables included degree of closeness with fathers and/or mothers during childhood, source of the most discipline during childhood, degree of praise received, source of most affection, greatest source of parental influence, and degree of freedom in talking with parents about problems. Black subjects experienced closer parent-child relationships than white subjects even though Black subjects were much less likely to have both parents at home.

Results also indicate more mother oriented environments among Black families.

Linguistics

Stockman, I.J. Vaughn-Cooke, F.B., Wolfram, W. (1985). A development study of Black English - phase I: Final Report. Washington, D.C.: National Institute of Education. (ERIC Document Reproduction Service No. ED 245 555).

This longitudinal study conducted over two years with 12 working-class Black children aged 18 months, 3 years, and 4½ years. Both sexes provide the largest data bank available on language development in young children. The importance of this study is that it was the first to posit theoretical and methodological directions for revising the goals for language acquisition studies on working-class Black children. These guidelines are:

(1) Narrow, unidimensional frameworks which focus only on forms that differ from Standard English must be abandoned, and a multidimensional framework which views the child's linguistic competence in terms of content, form and use interactions must be adopted (p. 24).

(2) The methodology must include a systematic examination of contextual information, thus it must be sensitive to the socio-cultural context in which working-class Black children's language is learned and spoken (p. 29).

The entire data base was garnered using the latest in audio-visual technology. During the sampling, little or not structure was imposed. The child's actions were primarily guided by her/her own interests.

Specifically, the study sought to:

(1) identify the type, semantic and conceptual knowledge that is linguistically coded at different developmental stages

(2) describe the changes over time and the specific order to acquisition of the semantic knowledge

(3) describe the changes over time and the specific order of acquisition in the types of grammatical patterns used to code semantic knowledge at different developmental stages

(4) describe changes over time and the order of acquisition in the type of phonological patterns in the emerging Black English phonology

(5) describe stages in the acquisition of variable phonological and grammatical rules in Black English that differentiate this variety from other varieties of English

(6) examine sex as a possible variable in accounting for variation among speakers acquiring Black English; and

> (7) provide a data base and descriptive framework from which large scale norming for developmental stages in the acquisition of Black English may be undertaken (p. 4)

Psychology (development)/Methodology

Stokes, A. (1990). Relationships among level of cognitive development, gender, chronological age, and mathematics achievement. Journal of Negro Education, Summer, 59 (3), 299-315.

41 male and 33 female African-American children (aged 5 years 1 month to 7 years 11 months) completed the Concept Assessment Kit-Conservation, a concept formation test, and a diagnostic inventory of essential mathematics. Results show performance in math as a function of quality of thinking. Age was more important to success with problems of addition, subtraction, and algorithms, and less important to success with measurement and word problems. The opposite was true for cognitive level. There was no significant effect of gender on learning math. Findings suggest that the most productive teaching should be targeted to the cognitive developmental level. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Economics/Psychology (development)

Stone, Wendy L.; Bendell, R. Debra; Field, Tiffany M. (1988). The impact of socioeconomic status on teenage mothers and children who received early intervention. Journal of Applied Developmental Psychology, 9 (4, 391-408.

Assessed the early school-age effects of an intervention program for Black teenage mothers with low socioeconomic status (SES) and their term and preterm infants in a subsample of 61 mother-child dyads when the children were aged 5-8 years. The mothers and children were videotaped in a storytelling interaction and then interviewed and tested. The child interviews included the Peabody Picture Vocabulary Test--Revised (PPVT--R) and the revised Wide Range Achievement Test. The maternal interviews included a demographic questionnaire, the Eyberg Child Behavior Inventory, and the Vocabulary subtest of the Wechsler Adult Intelligence Scale (WAIS). Results suggest that the positive effects of early intervention on low SES, teenage mothers were no longer operative by the time children reached early school age. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Media

Straker, G. (1989). From victim to villain: A "slight" of speech? Media representations of township youth. South African Journal of Psychology, 19 (1), 20-27.

Discusses the predictions reported in the media by professional organizations and human rights organizations about the long-term effects on Black South African youth of exposure to township condition.. It is postulated that these claims are not based on empirical evidence. Furthermore, they reflect on several assumptions concerning the nature of personality and childhood. (Afrikaans abstract) (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Sociology (family)

Strom, R., Collinsworth, P., Strom, S., Griswold, D. (1992). Grandparent education for black families. Journal of Negro Education, 1992 61 (4), 554-569.

In a pilot study, 200 White grandparents (GPs) participated in an educational program on personal development and relationships with grandchildren and completed the Grandparent Strengths and Needs Inventory (GSNI). 200 control GPs completed the GSNI. GPs in the experimental group (200 Subjects) did significantly better on the GSNI than did controls. To determine whether this program could be adapted to ensure its suitability for Black GPs, 204 Black and 204 White GPs completed the GSNI, and 295 Black and 175 white grandchildren (aged 6-18 years) described how they thought GPs performed their role. Significant interactions on the GSNI were ethnicity by age of GP, ethnicity by age of grandchild, and ethnicity by distance from grandchildren. Black GPs indicated their greatest strengths were teaching, a conclusion shared by Black grandchildren. Results support the potential use of the educational program among Black GPs. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Sociology (family)/Psychology (self-identity)

Strom, R., Collinsworth, P., Strom, S., Griswold, D. (1992). Grandparent education for black families. Journal of Negro Education, 1992 61 (4), 554-569.

Describes a program to elevate child self-concept and achievement by training the mother as a teacher. Assessment is individualized for each mother--child dyad using the Parent As A Teacher (PAAT) Inventory. A 30-hour program of mother-child play seeks to (a) enhance mother and child self-concept, (b) increase the quantity and quality of interaction, (c) improve the child's oral comprehension and verbal facility, (d) aid the mother's development of the child's affect, and (e) internalize the teacher role of the mother. An 8 week treatment of 12 Black inner-city mother-preschool child dyads resulted in significant pre-post

PAAT gains in mother self-concept as teacher and in knowledge of the teaching-learning process ($p < .005$), children's self-concept as learners ($p < .005$), and vocabulary ($p < .01$). Most preschool programs remove children from low income homes to schools at increasingly early ages. Joint effort by the school and the home is considered a more logical approach.

Media/Sociology

Stroman, C. The socialization influence of television on black children. Journal of Black Studies, 15 (1), 79-100.

This article explores the role that television plays in the socialization of African-American children, as it competes with family, peers and schools in providing information that affects attitudes and behavior. The author provides a review of the empirical studies in this area, and provides a list of all the pertinent articles primarily from the seventies and early eighties, along with sample data, measures and controls. The literature is then reviewed by category, including exposure, program preferences, motivations for watching and possible socialization effects.

In the area of socialization, several interesting points emerged. Black children may use television positively as a learning tool to identify what job tasks are, decision-making and problem-solving strategies, and the nature of parent/child interactions. Conversely, the stereotypical roles often portrayed by Blacks on T.V., may give the message that Blacks "don't count" in the larger society. Learning may also extend to imitative behavior and some research suggests that this imitation includes aggressive behavior. On the other hand, studies examining the role of television in acquiring particular language patterns or as superseding the message of parent, were non-significant.

Given the scarcity of research examining socialization effects of television on African-American children, the author calls for research in the area of T.V's effect on sex role socialization, the adoption of prosocial behaviors, and academic achievement. Finally, television effects in relationship to age and developmental period are needed. Overall, this article provides an excellent foundation from which to synthesize and formulate further research around the role of television as a socializing influence.

Sociology (family)/Anthropology

Sudarkasa, N. (1980). African and Afro-American family structure: A comparison. The Black Scholar Nov./Dec., 37-60.

Sudarkasa "a student of African continental societies" draws comparisons of African homeland family dynamics and current African-American family tradition. In this way, he attempts to define conceptually a common African heritage that is culturally unique. This article describes the nature of family in pre-colonial and modern Africa, and to what degree African family traditions and organization survived the slavery era and is observable today.

The first part of the article describes traditional African family organization and it's efficiency in meeting the needs of members. Families were organized around matrilineal (female) and patrilineal (male) lines of descent from ancestors. Marriage did not result in the formation of a separate family unit; it joined families together. Members congregated in a "compound" which was a grouping of several homes that housed several, sometime hundreds, of family members.

There are several key elements formulating Sudarkasa's perspective when comparing African and African-American families to each other and the Western norm. First, the notion of nuclear family organization as a basis for comparison is inappropriate when viewing historical and modern day African families. Instead, the structure of such families tend to organize around the consigueal (lineage-descent) bond versus the European focus on the conjugal. The African model ensured the survival of the lineage. The modern reflection of this custom is reflected in the continued emphasis of extended family and kin networks today.

A second key point made by the author refutes the prevalent view that slavery eradicated all cultural connections and expression to African family and culture. He contends that although African slaves suppressed certain rituals and traditions, many traditions were maintained. He cites extended family and community relationships, spirituality, and music as some examples.

Sudarkasa calls for in increase in scholarly examination of the cultural antecedents of modern African American families. He also stresses the need to reformulate current views of family to include and legitimize the African cultural elements reflected in current Black family structure. This position supports the growing recognition in African-American study that Eurocentric models often deny the existence of African heritage in Black family functioning, therefore robbing African Americans hem of their cultural identity.

Criminal Justice

Sulton, A. T. (1994). African American perspectives on: crime causation, criminal justice, administration and crime prevention. Englewood, CO: Sulton Books.

This book is an collection of articles, authored by leading African-American criminologists and practitioners to help prevent future crime. These articles suggest fresh and exciting new ways of thinking about a wide range of contemporary crime problems. All of the authors contributing articles to this book really understand this fear of safety by senior citizens and the crime occurring in our neighborhoods. These authors are desperately trying to have their voices heard so that rational and effective public policies can be fashioned. Rational public policies, with a real promise of effectively preventing crime, must be fashioned to protect our elderly. They deserve to be and feel safe, as do our small children. Should some of the dozens of innovative recommendations included in these articles be implemented, surely this nation will experience a reduction in crime.

Health (substance abuse)/Learning styles

Sussman, S., Parker, V. C., Lopes, C, Crippens, D. L., Elder, P. School, D. (1995). Empirical development of brief smoking prevention videotapes which target African-American adolescents. International Journal of the Addictions, 30 (9), 1141-1164.

Two studies are described which provide evaluations for two brief videotapes developed as supplemental materials in the prevention of tobacco use among African-American adolescents. One videotape (the "soap opera") provides a more general audience-oriented presentation of prevention material and it was filmed primarily at a shopping mall, whereas the other videotape (the "rap") provides a "hip-hop generation" presentation, and it was filmed primarily at an outdoor hangout. The first study compared the two videotapes against each other. The second study compared the two videotapes combined in the same presentation, controlling for order of presentation, against a discussion group control. The results of the two studies indicated few differences in receptivity to the two videotapes among primarily African- American and Latino young adolescents. The rap videotape was rated as more accurate in its depiction of the African-American lifestyle, although both videotapes were equally liked. When shown together, the videotapes were not found to be superior in decreasing behavioral intention to smoke compared to a discussion group control. No change in trial of smoking was observed within or across conditions measured over a pre-post summer interval. These data suggest that "culturally sensitive" videotapes have no more of a short-term effect on youth than do other types of brief interventions which involve minority implementers.

Sociology

Sweet, L. E. Sexual knowledge, attitudes, and behavior among Black male adolescents. Dissertation Abstracts International. 48 (8-A)2038

The study examined the relationship of religiosity, perceived parental strictness, family structure, and socioeconomic status to sexual knowledge, attitudes, and behavior among black male adolescents. Two hundred inner-city black male junior and senior high school students between the ages of 11 and 19 years anonymously completed a 45-minute questionnaire containing all the measures. The results revealed that the sexual attitudes of the students who were higher in religiosity were more moralistic, responsible, and used contraception more frequently when they had sexual intercourse than those of their peers. Students who perceived their parents as stricter were older when they first had sexual intercourse. Students who lived with both parents were less likely to have made someone pregnant and were more likely to have been in a steady relationship the first time they had sexual intercourse. There were a number of significant relations involving age, for instance, older students had more sexual knowledge and experience and used contraceptives more consistently during the past year. In general, the students in this sample engaged in sexual intercourse at an early age without using contraception. Their mean age at first intercourse was 11 years, and 78.3% of those who had intercourse did not use contraception on the first occasion. The results suggest the need for human sexuality programs. -- Dissertation Abstracts International.

Curriculum/Economics

Sylvester, P.S. (1984). Elementary school curricula and urban transformation. Harvard Educational Review, 64 (3), 309-331.

Sylvester describes the experience he and his urban Philadelphia third-grade class shared in practicing critical pedagogy. Informed by the conception of education as a vehicle for changing social structures (rather than reproducing them), Sylvester developed a classroom economy as a part of his class' broader study of the neighborhoods surrounding their school. The students created their classroom economy out of cardboard boxes and named it "Sweet Cakes Town." The businesses, government, and union were owned and operated by the students and served as sources from which they are their teacher studied and simulated "real life" situations (e.g., unemployment, nepotism, successful enterprises, homelessness, injustice, and cooperation). The students' experiences and opinions were central to their study as Sylvester worked with them to meet the objectives of the standardized curriculum. Sweet Cakes Town dollars represented money for real goods and services; the students participated in the economy by using money earned from classroom duties according to their own interests. For example, they were able to buy and manage businesses, rent paints at the Art Supply Store, sell on of their paintings at the Art gallery, or have their hair braided at "Shawntay's Beauty Salon." The "citizens" of Sweet Cakes Town also undertook a community service project to address the issue that small neighborhood grocers were selling crack. The students sold copies of the *Sweet Cakes Town News* to community members in their actual neighborhood to raise money for the anti-drug group, DARE.

Sylvester details significant insights he gleaned from his experience with his students in developing Sweet Cakes Town as a means of:

- developing opportunities of repetitious, meaningful applications of academic skills (e.g., using math for real, relevant purposes)
- presenting students with experiences in which they can imagine themselves in new roles
- assisting students in not perceiving academic success as "acting White"
- empowering students to respond pro-actively to people in power (e.g., as employees who sue corrupt boss, or exploited union members striking for fair wages) and giving them the chance to engage in new relationships with authority figures (e.g., their teacher)
- creating curricula that present reality as something to be challenged, analyzed and evaluated
- presenting opportunities for student to develop strategies and recognize their potential to overcome barriers to economic prosperity
- offering opportunities for student to discover their power to render social structures changeable by questioning the reasons behind existing conditions, and by trying new approaches through legislation, taxation, social services, and labor/management relations.

Sociology

Tapp, M. C. The social class and racial evaluations of four and eight year old males in relation to their social class, race, and locus of control. Dissertation Abstracts International. 36 (10-B), 5238.

To assess the effect of the systematic manipulation of the race (black and white) and social class (lower and middle) of stimulus figures upon the person-judgments of subjects also varying in race and social class, a picture-story technique surrounding eight Semantic Differential adjectives was employed. It was hypothesized that an interaction exists between the social class and racial group membership of both the observer and the observed such that: (1) Black and white middle-class children would ascribe positive adjectives to middle-class figures regardless of the figure's race, (2) Black working-class children would ascribe positive adjectives to black figures regardless of the figure's social class, and (3) White working-class children would ascribe positive adjectives to white figure's social class. The relationship of this interaction to the Ss' age, receptive language skills, accuracy of racial and social class categorizations of self, others and locus of control was also examined. Ss were forty four-year-old and forty eight-year-old males. Within each age group, half the Ss were black; half white. Within each racial group, half were working-class; half middle-class. Socioeconomic status was assessed by the Hollingshead (1957) two-factor index of social position. The results point to the existence of age differences in the evaluations of others in relation to the racial and social class membership of both the observer and the observed. Within the nursery school group, race of the observed was a critical determinant of the attribution of positive adjectives to the stimulus figures. Both black and white nursery school Ss assigned the highest percentage of positive adjectives to white figures. Black preschool children tended to negatively evaluate black figures, independent of the figure's social class. On the other hand, white preschool children tended to negatively evaluate working-class figures independent of the figure's race. Both black and white Ss, independent of the S's social class, tended to ascribe a significantly higher proportion of positive adjectives to the same-race, middle-class stimulus figures. Both racial groups, independent of their social class, tended to ascribe the highest proportion of negative adjectives to the same-race, working class figures. The results are interpreted in terms of age differences in the cognitive limitations on concept formation ability and moral development. The younger children are seen as uncritical accepting the prevailing cultural norms regarding racial evaluations. The older Ss seem to be more subjective in their interpretations of the rules regarding racial but not social class evaluations. --Dissertation Abstracts International.

Literature (miscellaneous anthology)/Psychology (identity)

Tarpley, N. (Ed.). (1995). Testimony: Young African-Americans on self-discovery and black identity. Boston: Beacon Press.

This is a contemporary collection of essays as told by young African-American college students on their feelings of isolation, celebration, hip hop culture, life as a pimp and many others. The accounts explore the identity crises that young African American students face in the contemporary college world and their feedings of frustration. The accounts are painful and graphically delivered through poetry, prose, narratives, and dialogues.

Psychology (identity)

Tatum, B. D. (1992). African American Identity development, academic achievement, and missing history. Social Education, 56(6), 331-334.

The process of identity development typically occurs during adolescence. The African American adolescent seldom receives positive messages about their identity. African American models are either not visible or are based on negative stereotypes. The author's research seems to indicate that identity can be influenced by curricular interventions. For example, reading autobiographies about African Americans can assist students confirm their self identity and raise their awareness about their history. Learning about social activists who worked against racism can send positive messages on how students can be agents of change rather than victims. The article is highlighted by a case study about an African American student named Jonathan, and his struggle for identity.

Criminal justice, violence & gangs

Taylor, C. S. (1990). Dangerous society. Michigan State University Press.

In Dangerous Society, Carl Taylor provides a fresh and incisive look at gangs that is substantiated by in-depth interviews with approximately 287 gang members from the Detroit area. These interviews, including some female gang members, provide the fodder from which Mr. Taylor presents his findings. Although some of his findings do re-establish traditional theories on gangs, his departure from these theories is significant and primarily representative of Detroit gangs. For example, he notes that Detroit, unlike many major cities, did not have a history of gangs prior to the 1950's. But due to a sharp decline in its economy, some gangs began to surface with great regularity. Mr. Taylor identifies these gangs as either scavenger or corporate and describes how they were spawned from the proliferation of drugs in Detroit that became accessible to the gangs. Taylor defines scavenger gangs as being loosely organized, territorial and violent.

Conversely, he concludes that corporate gangs have undergone a similar process but have now evolved into more highly organized and sophisticated groups. Moreover, the corporate gangs refrain from violent acts as much as possible and are often contemptuous of the scavenger gangs which they feel act like loose cannons. Also, corporate gangs are more likely to attract members from the working middle class. This attraction affirms why many corporate gangs have become sophisticated and business-like in their operations.

Dangerous Society is not a romantic description of gangs, like many other books in this genre. On the contrary, its empirical underpinnings delineate the dangers they pose to an already dangerous society. --Useni Eugene Perkins.

Sociology (family)

Taylor, R. J., Chatters, L. M., Tucker, M. B., & Lewis, E. (1990). Developments in research on black families: A Decade Review. Journal of Marriage and the Family, 52, 993-1014.

This article describes the deficiencies of current research on the Black family. Books examining Black family life are not well publicized or promoted. In addition, materials are difficult to locate due to the failure of authors to put the ethnic descriptions of the research in titles. Social science research is influenced by political and social factors, which traditionally have shaped the focus and content of research. Finally, there still persists in the literature work which places emphasis on a cultural deviancy model, with an inordinate emphasis on social problems facing Black America.

This article is important because it creates a sense of urgency for researchers to develop a complete picture of Black families that includes problems and dysfunctions as well as positive aspects of Black family life.

This is an excellent source of information regarding the most recent empirical information on the nature of Black family life. Included is the historical difficulty in obtaining information on Black family dynamics, as well as some suggestions for future research.

The authors describe the inherent deficiencies in current research in this area. First, books examining Black family life are not well publicized or embraced. Second, often materials are difficult to locate due to the failure of author's to put the ethnic parameters of the research in the title. Third social science research is influenced by political and social factors, which traditionally have shaped the focus and content of research. Finally, despite a continuing shift from pathologically focused content to a more resilient-adaptive approach to viewing African-American families, there still persists in the literature work that places emphasis on a cultural deviancy model, with an inordinate emphasis on social problems facing black Americans. There is a tendency to limit the perspective on the diversity exemplified in black culture.

The authors comments that in the past there has been a trend to explore the dimensions of Black family life only in relation to comparing them to white families assuming that the white baseline is the only correct frame of reference. Although this has shifted somewhat, there needs to be a continued move towards the study of black families in their own right. In addition, the writers call for more interdisciplinary work among researchers. In other words, combine applied and theoretical approaches to assist in developing a more complete picture of black family functioning. Finally, the authors call for an expanded focus in research to include not just "problem black families", but well functioning units as well.

Sociology (family)

Taylor, R. L. (1991). Child rearing in African American families. IN: Child welfare: An Africentric perspective.; Joyce E. Everett, Sandra Stukes Chipungu, Bogart R. Leashore, ((Eds.).). Rutgers University Press, New Brunswick, NJ.

Reviews some of the research on child rearing in African American families; identifies some of the major shortcomings of previous investigations of African American child socialization and the apparent shifts in theoretical and problem orientations that such limitations have-inspired in the literature; considers the general socialization of African American children and some of the critical issues to be addressed in empirical investigations of socialization processes in these families'. Selected findings from the research of African American child socialization are reported in the third section, and the implications of these findings for future research and current practices are considered.

Psychology/Sociology

Taylor, R. L. (1990). Psychosocial development. IN: Black adolescence: Current issues and annotated bibliography. (Consortium for Research on Black Adolescence), G. K. Hall & Co, Boston, MA.

Psychosocial development of children and youth; Black children and youths; annotated references.

Psychology/Sociology

Taylor, R.L. (1976). Psychosocial development among black children and youth: A reexamination. American Journal of Orthopsychiatry, 46 (2), 4-19.

Taylor studies adult and child self-esteem. His findings indicate that African-Americans seem to have higher self-esteem than the White participants. These results are in contrast to earlier research that focuses on African children and their alleged need to relate to the dominant group.

Linguistics/Psychology (testing)

Taylor, O. & Lee, D. L. (1987). Standardized test and African-American children: Communication and language issues. Negro Educational Review, 38 (2) & (3), 67-80.

Citing the importance of communication and language in standardized testing, Lee and Taylor examine how the infusion of cultural incongruencies into the test giver and test taker relationship results in test bias. The authors purpose is to: 1) summarize available data on sources of communications bias in standardized tests with specific reference to African-Americans, and 2) present suggestions for the resolution of such bias. The article focuses on five sources of culturally-based communication and language bias in standardized tests. These five sources or types are: 1) situational bias, 2) linguistic bias, 3) communicative style bias, 4) cognitive style bias, and 5) interpretation bias. The article examines each type, detailing the social-psychological implications of each type of bias and how it affects the test giver's ability to accurately asses the performance of African-American test takers. The authors conclude oy suggesting alternative approaches to the present status and mode of standardized testing. However, if such approaches are to be taken to improve standardized test scoring, then the "very assumptions and paradigms upon which most standardized tests are based need to be revised."

This article provides a convincing argument that most U.S. standardized test lack culturally based communication; which allow for African American intellectual ability to be inaccurately assessed. The article also present a description of existing data on the sources of this language bias. Situational, linguistic, communicative style, cognitive style, and interpretation biases are listed as the primary sources of such communication bias. In addition, the specific steps to be taken in order to remedy this communication bias this standardized tests are presented. New standardized test should not only be created but designed in such a manner that could validly assess African Americans potential. Moreover, revised elicitation procedures, the types of behaviors chosen to examine , and the methods of evaluation should play dominant roles when designing new standardized tests.

Sociology/Learning styles

Taylor, A. R. (1991). Social competence and the early school transition: Risk and protective factors for African-American children. Education and Urban Society, 24 (1), 15 - 24.

As a result of her research studies, Taylor suggests that classroom social adjustment may be a particularly significant factor in the early school success or failure of African-American children (Taylor 1991). She continues by stating that "children who eventually develop school adjustment problems are likely to have maladaptive social and task-related behavior patterns that are identifiable in the beginning elementary grades". Moreover, Taylor recommends that teachers should implement instructional experiences that are well matched to the child's individual and culturally based behavioral characteristics. She feels that this will aid in developing social competencies and that students will experience improved motivation and school achievement.

History/Spirituality

Taylor, B. (1988). Parting the waters: America in the King Years, 1954-63. New York Simon & Schuster, Inc.

The author provides an historical account of the civil rights movement during the years Martin Luther King played a dominant role. In addition to the manner in which King impacted the dominant society's political and social structures, personal stories and viewpoints from everyday people are also provided. The role of the Federal Government and the FBI are highlighted, and various forms of protest such as The March on Washington, the Montgomery Bus Boycott, and freedom rides. This work explains the major role religion played in the protest movement..

Curriculum/Power Schools

Taylor, L. L. and Pinard, J. R. (1988). Success against the odds: Effective education of inner-city youth in a New York City high school. Journal of Negro Education, 57 (3), 347-361.

Principal Taylor and assistant principal Pinard, both A. Phillip Randloph Campus High School, discuss how their urban inner city school, A. Phillip Randolph Campus High School beat the odds. A survey by the principal showed that there were certain factors which led to the school's low achievement. The survey results indicated that the school lacked organization, educational goals, staff development, support services for students, up to date records were not maintained, and other contributing factors. The principal decided that a collaborative effort with City College of New York would better the school in various ways. The school, located on the campus of City College, would use some of the college's resources for the students and staff. The principal also instituted some major goals for the school: to develop a rigorous, challenging curriculum for the students; to develop an extensive support system for the students and staff; to develop open and meaningful lines of communication between teachers, parents, and students. A vigorous curriculum was established. The students were required to take eight academic classes for five days a week. A student must also complete four years of English; three years of mathematics, science and foreign language; four years of social studies; one year of keyboarding; a half year of computer, and other essential courses, United Stated Secretary of Education William J. Bennett says: "Randolph's greatest strength is its curriculum . . . an archetype for urban minority education". Students were supported academically with tutoring services and those who excelled were offered special programs such as early medical school training. Parents, as well, played an important role in the school's development. They acted as fundraisers for the school and were active participants in their children's education.

This article profiles the academic objectives and techniques employed under the leadership of Principal Lottie L. Taylor and Assistant Principal Joan R. Pinard to facilitate maximum student achievement at New York A. Philip Randolph Campus High School. The authors discuss their efforts to actualize the school's mission and philosophy which were influenced by Ronald Edmond's quote: "Every child can learn, must learn, and will learn" and by A. Philip Randolph's belief that: "Salvation for a race, nation of class must come from within."

Taylor and Pinard provide thorough, detailed examples of the ways in which the educational aims that they established for the school fostered an atmosphere in which students enjoyed academic success. Among the strategies and goals identified are:

- The development of a demanding curriculum
- The development of an extensive staff development program designed to equip teachers with effective pedagogical strategies
- The development of a support system for students (e.g., after-school programs, peer tutorials, in-school mentoring) and
- Enrichment activities for students and staff to stimulate leadership skills development, creativity and active participation (i.e., extra- and co-curricular programs)

The excellent efforts exhibited by the administration, staff, and students at A. Philip Randolph Campus High School were recognized by the United States Department of Education in the 1986-87 school years as a School of Excellence.

Anthropology/ Rites of Passage & Traditional Education

Tedla, E. (1992). Indigenous African education as a means for understanding the fullness of life: Amara traditional education. Journal of Black Studies, 23, (1), 7-25.

The purpose of this article is to create an interest in indigenous African education and build a future based on 1) the positive aspects of the past, and 2) carefully selected methods and ideas. The author's idea is not to say that all elements of indigenous education will work today, but that African education before European influence was full of richness that is not apparent in the Western philosophy, and it was effective. It is this wealth on which this article focuses.

Values and morals are transmitted through African indigenous learning. These values play a significant role in developing persons so that they can enjoy the fullness of life. African indigenous education is interwoven into the fabric of life, so there is no separation between secular values and religious. Education as a process or institution does not exist in Africa. The term education is a Western concept that does not apply to traditional African reality. What one learns is not separate from everyday life. The whole community is in a constant state of learning and teaching throughout life.

The author emphasizes the importance of an alternative framework regarding the education of African children. Rather than adopting Western education ideas and methods without question, we need to consider the power and contributions of indigenous African education. This education includes a combination of church or religious education and nonchurch education, i.e. home. Indigenous education can provide a rich foundation for a new educational system that is more responsive and inclusive of the history and realities of African people. Learning from Western ideas is important, but African people need to know their heritage. Only then can they decide on what they want to borrow from another society that won't destroy the fabric of their own society. To not learn our own history means that Africans will continue to create young people who scorn their past and worship Western culture and its icons.

The article mentions several strengths of indigenous education that would be useful today. The whole community participates in the education of its children and maintains control rather than a distant authority. Every adult is a teacher, and even the older children serve as teachers to the younger ones. No one fails or drops out because everyone serves to support and prepare the young person for adulthood. Indigenous education affirms and empowers the people, because it is born out of the needs of the society and community as well as their history and traditions.

It is imperative that those who create public policy study the positive aspects of indigenous education and incorporate these elements into an alternative framework that will address the present-day problems of African children.

Philosophy/Rites of Passage & Traditional Education

Tedla, E. (1995). Sankofa: African thought and education. New York: Peter Lang

There are three purposes for this book according to the author. The first is that it is important to study the elements of indigenous African education. We need to step out of the Western framework to create a learning environment that celebrates and respects African children. The second purpose suggests that Africans are careful about what they borrow from other cultures, specifically non-African cultures. To borrow indiscriminately causes a worsening of the African peoples condition throughout the system. The third purpose is to encourage Africans to define their own world and speak their own truth to create a better world for their children. To this end, Africans should drop the use of disempowering and non-African labels like "illiterate," "tribes," "third world," "peasants," and "primitive."

Before detailing the aim of the book which is to construct a new form of education based on the positive aspects of indigenous African education, the book presents African and Western thought and their influence on African life. Then the author provides a framework for describing and understanding the indigenous African learning format. This deconstructed system includes the following elements of observations: foundation, aims and core values, period of learning, subjects, teaching and learning methods, female education, responsibility for education, and what constitutes knowledge. This book is a must for those interested in empowering the African child and creating learning formats that provide respect for the individual. To the author, being grounded in the context of African indigenous culture, history, and thought is essential to any effective education for the African child.

Sociology (family)

Teegarden, C. Single with children: Married parents are no longer a birthright for kids. (1995, May 7). The Atlanta Journal and Constitution Section. pp.G6 & 7.

This article briefly explores the growing problem of single parenthood in America, its relationship to poverty, and the current national debate regarding welfare reform. The alarming statistics for Georgia and the nation are given, as well as several short perspective pieces from the viewpoint of single parents.

The author touches on several issues regarding this topic, and although thorough attention is impossible in this medium, some assumptions that are commonly held by the dominant culture are refuted. These include:

1. "Most unwed mothers are black teenagers." In fact, The percentage of black out-of-wedlock rate is 24.5%, and for white mothers, it is 22.6%, almost equal. Furthermore, the majority of births to unwed mothers is during post teenage years, in the age group of 20-34, one fourth of which are from co-habitating couples.
2. "Black fathers are uninvolved and irresponsible." Two of the four perspective pieces were interviews with African-American fathers, one a custodial parent, the other very involved with child-rearing.
3. "It is socially irresponsible and wrong to be a single mother". The article cites data that suggests that the rise in out-of wedlock births is a predictable trend and increasingly acceptable in industrialized societies.
4. “Single mothers on welfare are just milking the system, they don't want to work because everything is handed on them". The assumption is that Black mothers abuse welfare, and white single mothers do not. One single mom states: "Government money is the last thing on the mind of a teenage girl looking for love". A custodial father says "if they want to cut welfare, give recipients day care and help them find a job, child care and education...that's where I see they need the money."

Less progressive viewpoints are also presented in an effort to present all sides of the debate, as well as some popularly proposed solutions such as increased education around birth control, welfare reform, and self-esteem building. One statement presented as fact, which emerging research proposes is an inaccurate view of the African-American community is that children from singe-parent homes "don't do as well as those with two parents." The article cites that race was a controlled-for factor.

This article portrays some positive models of African-American fathers in the perspective pieces, and also challenges the stereotypical Caucasian belief that unwed mothers are typically poor Black teenagers, contentedly living off welfare. This article may also serve as a learning tool and topic for discussion with teenagers.

Psychology (development)

Teems, L. M. The relationship among cognitive development, reading achievement, socioeconomic status, and ethnicity of average and above-average minority junior high school students. Dissertation Abstracts International. 46 (2-A), 3668.

The study was concerned with determining whether or not: (1) junior high school minority students are performing at the formal operational level; (2) a relationship exists between reading achievement and cognitive development; (3) a correlation exists among the variables, socioeconomic status (SES), cognitive development, and reading achievement, and (4) a correlation exists among the variable, ethnic group membership, cognitive development, and reading achievement. The sample consisted of 67 seventh graders and 57 ninth graders enrolled in a Southern California junior high school. The total sample of 124 students included 49 Black-American students, 59 Hispanic students, and 16 Asian-American students enrolled in one English teacher's class. Burney's Piagetian Test of Logical Reasoning (BPTLR), a pencil-and paper group test designed to measure cognitive development scores was used to determine students classification as concrete, transitional, or formal operation. The Comprehensive Test of Basic Skills (CTBS) reading scores were used to determine reading achievement. Socioeconomic status (SES) was determined on the basis of the federal school lunch program; Low--those students on the program versus Not Low--those students not on the program. Ethnic group membership and proficiency in English were determined from student's school cumulative records and a Home Language Survey (HLS) sheet. Data were entered into the computer using Pearson-Product Moment and Multiple Regression Analysis to determine correlation scores. Analysis revealed:

3%	Concrete Operational Level
27%	Transitional Level
69%	Formal Operational Level

Data showed 49.4% of the seventh graders and 50.6% of the ninth graders were formal operational. A Multiple Regression Analysis revealed that reading accounted for 37.5% of variance of cognitive development and was significant.--Dissertation Abstracts International.

Sociology (family)
TenHouten, W. D. (1970). The black family: Myth and reality. Psychiatry. 33 (2), 145-173.

Examines the stereotype of the white family as patriarchal and the black family as matriarchal, particularly in the ghetto. The Moynihan thesis is that family deterioration in the Negro community explains the pathology of the Negro community's social relationships to the larger community. The literature is reviewed and the implications of the Moynihan thesis are examined. A study was designed which sampled black and white, lower and higher socioeconomic status families. A list of 9 statements was presented on an agree-disagree spectrum; families were questioned as to who would have the final decision power on 8 important problems; and the children in the family were interviewed regarding their perception of the power relationships, and their perception of the "expressive support" and the "instrumental means" support they could expect from either parent. Although black wives appear to be powerful, so do black husbands. Lower class white husbands tend to be highly dominant in the conjugal role but less so in child socialization. Political reasons are indicated for more controlled studies of the black community, as research can lead to either "control of blacks by whites or as a means of resistance to such control."

Linguistics
Thomas, G. E. (1983). The deficit, difference, and bicultural theories of black dialect and nonstandard English. Urban Review: Issues and Ideas in Public Education, 15 (2), 107-118.

This article summarizes and examines the three predominate theories surrounding the use of "nonstandard English" in the educational system, 1) deficity theory, 2) difference theory, and 3) bicultural theory. In addition to the analyses of these theories, the author offers an appraisal of each theory and raises the question of how educational programs and school officials have responded to these perspectives in terms of their interaction, curricula and the development of educational compensatory programs.

Anthropology/rites of passage
Thompson, B. (1929). West African secret societies. New York: Argosy-Antiquarian Ltd.

This book examines West African Secret Societies, with an emphasis upon history, orientation, initiation and religious and ethical teachings. --Oba T'Shaka.

Sociology (family)

Thompson, G. B. (July 1987). Family process and family structure: Effects on black and white children's socialization outcomes in single and two-parented homes. Dissertation Abstracts International. 48 (1A), 226.

This research examines the effects of specific family socialization processes and family structural components on specific socialization outcomes of black and white children aged 7-11 in single and two parented home. Family processes, such as: parental permissiveness in rule enforcement, helping responsibilities regularly expected of the child, family activities, amount of daily parent-child interaction, family climate and children's perceptions of parental neglect, were examined with regard to each of the following socialization outcomes: self-esteem, aggressiveness toward peers, and academic school behavior/adjustment problems. Findings indicated different family processes and family structural components are important in explaining the variance of different specific socialization outcomes. Results indicate that perceptions of parental attitudes and behavior toward children (perceived neglect) are critical to understanding differences in socialization outcomes for all cases, but especially for blacks that family processes (e.g., amount of family conflict) are more strongly associated with these perceptions for whites than for blacks, when frequency and type of interaction (e.g., family activity and parental permissiveness) are more strongly associated with these perceptions for blacks than for whites. Differences with regard to specific processes and specific socialization outcomes are quite marked between races. It is suggested that racial differences and differences between single and two parented homes may be due to differences in the respective culture and life experiences of blacks and whites.--Dissertation Abstracts International.

Psychology (identity)

Thompson, V. L. (1992). A multifaceted approach to the conceptualization of African American identification. Journal of Black Studies, 23(1), 75-85.

This study was conducted to verify parameters of African American identity developed by Asa Hilliard in 1985. Data from the 1980 census were used to select and survey neighborhoods in the St. Louis metro area. Ninety-nine African American males and 102 African American females who were over 18 years of age were interviewed. Variables on the questionnaire were in four critical areas: physical identity, socio-political identity, cultural identity, and psychological identity. The results seemed to indicate that the four parameters exist, but three parameters may be sufficient to explain racial identification. More study is needed to determine the validity of the four aspects of racial identity.

Psychology (identity)

Thompson, V.L. (1994). Socialization to race and its relationship to racial identification among African-Americans. The Journal of Black Psychology, 20 (2), 175-188.

In this article socialization is defined as the transmission of "values, norms, and beliefs from one generation to the next" (page 175). The author points out that parents do not agree on the importance of race in socialization. The author presents techniques that parents use to include racial issues in their child rearing practices such as parents who maintain a humanitarian position.

The purpose of this study was to determine the relationship between family racial socialization and racial identity. African-American between the ages of 18-85 participated. There were a total of 225 participants.

An important finding was that racial issues were a part of the participants socialization process. However, many of this subtle messages came from people other than the parents. There were differences in the race-related socialization processes based upon gender. Surprisingly, females received more in-depth message about race and race related issues.

Philosophy/General & miscellaneous

Thompson, R. F. (1994). Flash of the spirit: African and Afro-American art and philosophy. New York: Vintage.

A historical and modern interpretation of African art. Farris analyzes the art in from philosophical and historical perspective. Much of the art that Farris examines comes from West Africa. Farris explores dotism, an artistic method employed by Pablo Picasso and whose origin is in African art.. Farris provides the artist with deep, critical insight into West African art.

Curriculum/Methodology (math)/Science

Tobias, R. (1992). Math and science education for African-American youth: A curriculum challenge. NASSP Bulletin, 76, 42-48.

Citing the dearth of African-Americans pursuing careers in mathematics and science or related areas, Ronald Tobias provides some strategies that can be utilized to reverse that trend. Tobias begins by citing empirical studies which conclude that "African-Americans have fewer opportunities to take critical courses that prepare them for further science and mathematics study beyond algebra, geometry and calculus." Tobias utilized this as a starting point, i.e. address the problem of math and science careers by investigating how to improve math and science education. Tobias focused solely upon strategies that can assist teachers in becoming better educators. There is a discussion of: a) teacher preparation, b) teacher interest and motivation, c) teacher techniques (of presenting information),

d) teacher involvement (in the process of demystifying mathematics and science), and e) how teachers can adopt successful trends and practices which have consistently produced African-American children with high aspirations to become mathematicians and scientists. Tobias concluded with an overview of initiatives under-taken by the Institute for the Advancement of Mathematics and Sciences which have succeeded in "attracting more people of color to mathematics and science."

Methodology (math & science)/ Power teaching/Science

Toch, T. (1990, May 28). Xavier University of Louisiana: Teaching science the hard way. U.S. News & World Report, 108, 60-61.

Thomas Toch reports on the success Xavier University has experienced placing Black students in technical fields of study. Using the dearth of black students pursuing careers of degrees in science and/or science-related areas as a back-drop, Toch examines the strategies utilized by Xavier University faculty and staff members to reverse that trend. Toch chronicles the step-by-step process that has allowed Xavier to place an unprecedented 20% of its graduates in medical or dental school in recent years and challenges the nation to follow Xavier's shining example and expand the numbers of Black students participating in the sciences and technical fields.

Psychology/Bi-racial & Interracial issues

Todisco, M., Solomon, P. (1991). Facilitating effective cross cultural relationships: The white counselor and the black client. Journal of Multicultural Counseling and Development. 19, 146-157.

The article addressed the reality in which most trained counselors are white and middle class, yet most clients are from other racial and socio-economic groups. As with most cross cultural counseling relationships, misunderstanding, rejection, distrust, and negative transference will result if the white counselor does not have an understanding of the African worldview and the client's unique system of values, beliefs, and frame of reference. The authors stress how important it is for white counselors to become aware of their biases. This article is significant because it underscores the importance of culture as opposed to racial distinctions and specifically links African-American behaviors to the effects of oppression. The authors also include career development strategies to assist black clients in reaching their full potential.

Power Teaching/Methodology (math)

Toliver, K. (1993). The Kay Toliver Mathematics Program. Journal of Negro Education, 62 (1), 35-46.

Mathematics and communication arts instructor Kay Toliver shares her approach to successful teaching, based on her experience in New York City's East Harlem public school. The fundamental components to Ms. Toliver's approach are:

- caring (as "the foundation of good teaching," -- e.g., being giving of time, and being a receptive listener)
- having high expectations which are vital to student success
- engaging students' interests
- allowing no time for discipline problems
- assessing and monitoring student's performance through continuous contact and communication with students
- facilitating parental involvement

Ms. Toliver also shares effective techniques and tactics that reflect a holistic approach to teaching. For instance, she infuses history, culture, literature, writing, and other subject matters while teaching her mathematics course. She also provides detailed examples of how she employs this strategy in her classes. Another technique the author uses is assisting the students in creating and traveling "the Math Trail" as a means of gaining an appreciation for their community and as an opportunity to learn about real-life mathematics applications. She has also sponsored math fairs to stimulate students' creativity and involvement in math projects. Ms. Toliver's statement, "Ultimately,...it is the spirit teachers bring to class,...that determines their success" encapsulates her achievements as an effective educator.

Psychology/Criminal Justice & Violence

Trad, P. V.; Raine, M. J.; Chazan, S.; Greenblatt, E. (1992). Working through conflict with self-destructive preschool children. American Journal of Psychotherapy, 46 (4), 640-662.

Illustrates the emergence of a transference relationship and the working-through of conflict by presenting the case of a Black male referred at age 3 yrs 10 mo because of disruptive behavior. A preoccupation with violence was manifested through aggressive and self-destructive impulses. Auditory hallucinations and a diminished attention span were evident occurring in the context of an abusive home environment and neglectful mother. After approximately 2 yrs of treatment, the child's problematic behavior patterns receded. Sensitivity to the child's development status enabled the therapist to design strategies appropriate to the child's maturational level. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Sociology (family)

Travillion, K.; Snyder, J. (1993). The role of maternal discipline and involvement in peer rejection and neglect. Journal of Applied Developmental Psychology, Jan-Mar, 14 (1), 37-57.

Tested two models concerning the relationship of socialization in the family to later peer behavior and relationships. The first model hypothesized that poor discipline in the home was associated with social aggression, which, in turn, was associated with peer rejection. The second model hypothesized that a lack of maternal involvement with the child was associated with social inhibition, which, in turn, was associated with peer neglect. The models also hypothesized that parental involvement and discipline would be negatively related to maternal stress and family disadvantage. The models were tested on data from 61 4-5 year old boys and girls (primarily African-American) entering their first systematic peer experience. The hypothesized models accounted for 25%-65% of the variance in social behavior and relationships in the peer setting.

Psychology (testing)/Economics

Trotman, F. K. (1977). Race, IQ, and the middle class. Journal of Educational Psychology, 69, (3).

The objective of this study was to investigate the traditional SES scales for indicating differences in the intellectual home environment of Blacks and Whites and the relationship among intellectuality of home environment, traditional intelligence test scores and academic achievements of middle class Black Americans.

The intellectual home environment rating for fifty black and fifty white middle class families of ninth grade girls were compared to the girl's Otis Lennon Mental Ability Test Results, Metropolitan Achievement Test scores, and grade point averages. The data supported the following hypothesis: 1) among middle class families with similar SES there is a significant difference in the intellectual home environment of Blacks and Whites; 2) there was a direct relationship between the intellectual home environment and the child's IQ; and 3) among Black families, the degree to which the family exhibited an intellectual home environment was a good predictor of the child's academic achievements as was the child's IQ test scores.

The study also indicated that there is a cultural difference in the home experience and parent-child interactions and that traditional indices of SES such as income, occupation, and living conditions represent insufficient assessment of variables related to intelligence test results.

Sociology (family)

Tuck, S. (1971). Working with black fathers. American Journal of Orthopsychiatry, 41 (3), 465-472.

Describes a strategy used to mobilize black fathers (4 initially) to provide new experiences for their preschool children within their environment. A much larger-scale neighborhood involvement evolved that included the fathers engaging their wives in a neighborhood social event and sponsoring a local business venture. A concerted drive for community control resulted. It is suggested that if an indirect rather than a direct approach is used to engage black fathers, many of them can be mobilized to provide the emotional and positive experience necessary for the development of their children. Seven operating principles are suggested.

Curriculum

T'Shaka, O. (1991). The art of leadership, Vol. f1. Richmond, CA: Pan African Publishers.

One chapter in this book describes the curriculum of the Pan African Center for Progressive Education, a school organized by the black community of San Francisco under the leadership of the Pan African People's Organization. This school, a first to 12th grade school, has operated since 1973. --Oba T'Shaka.

History/Rites of passage & traditional education

T'Shaka, O. (Ed.). (1985, Fall). Journal of Black Studies, San Francisco State University Black Studies Department, 1 (3). Asa G. Hilliard, Kemetic Concepts in Education, pp 51-56.

This article describes the world's oldest system of education, the Kemetic educational system. --Oba T'Shaka.

Method. & Pedagogy/Rites of passage, traditional education

T'Shaka, O. (1995). Mastering the masters: An African-centered pedagogy. Oakland, CA.

This is an outline of an African Centered Pedagogy which is a universal system of learning, transformation and mastery. This African Pedagogical system is based upon African and African American educational systems, including the Kemetic, Dogon and Black Classical (Jazz) pedagogical systems. --Oba T'Shaka.

Philosophy/ Curriculum/ Feminism

T'Shaka, O. (1995). Return to the African mother principle of male and female equality, Vol. 1. Oakland, CA: Pan African Publishers.

This book provides an African philosophical framework for African Centered Education, and it provides an analysis of African families and the African Centered Education Movement. --Oba T'Shaka.

Health/ Psychology

Tucker, S. K. (1989). Adolescent patterns of communication about sexually related topics. Adolescence, Summer, 24 (94), 269-278.

Surveyed 179 Black females (aged 13-18 yrs) representing 53 family units, to examine familial patterns in the amounts of information received about the menstrual cycle, sex and contraception among adolescent daughters, mothers, and grandmothers, and the major source of information about these topic areas. Data suggest that mothers were the major source of sex-related information among subjects and suggest the potentially great importance of the role of mothers or female heads of households as formal agents of sexual socialization.

Psychology (development)

Tulkin, S. R. (1977). Dimensions of multicultural research in infancy and early childhood. In P. H. Leiderman, S. R. Tulkin, & A. Rosenfeld (eds.), Culture and Infancy: Variations in the Human Experience (567-586). New York: Academic Press.

This article examines multicultural research and its potential in understanding early child development. The author reviews both the pros and cons of multicultural studies and provides suggestions for further research in this area.

Before the researcher attempts to engage in multicultural research, one must first decide if an examination of multicultural design is necessary. Observing and analyzing the effects of biological and environmental influences is difficult in our own culture. Attempting to go to another culture can be even more arduous. It is true that a multicultural approach in research adds to the independent variables under examination. The question to ask, however, is if one can find the needed variability in this culture. Even so, there are questions that one can obtain an answer only from multicultural research. For instance, if one wishes to study the effects of polygyny on mother-infant relationships, we need to go to another culture where it is a normal practice.

It is important to avoid the tendency to use multicultural research to study individual differences in an unrealistic framework. The author feels that multicultural research should be used only when there is no other way to threaten the hypothesis. In other words, there are obvious and not so obvious variables that affect the hypothesis that the researcher should acknowledge. The researcher needs to ask the following questions. Do we know enough about the other culture to apply the differences to the independent variables being studied? Do we know enough about the culture to appreciate its goals, values, etc., and do we know enough about the factors that affect infant behavior to provide us with adequate information?

Before any undertaking of multicultural research, the researcher must examine and understand personal biases and determine how those biases affect the research.

Psychology (testing/self-esteem)

Turner, B. (1993). Test anxiety in African American school children. School Psychology Quarterly, 8 (2), 140-152.

The study examined test anxiety in African American elementary school children from lower socioeconomic status school districts. They found the prevalence of test anxiety was 41%. Academic achievement of test anxious children was significantly lower than that of their peers. Test anxious groups perceived themselves to be less cognitively and socially competent and expressed more negative feelings of general self-worth.

Sociology (family)/Schools (general)

Turner, R. (1995). Early formation linked to school dropout especially among blacks. Family Planning Perspectives, 27 (1), 39.

Women who formed a family while still in high school have been more likely than their peers to leave high school without a degree. Among the women who married or gave birth after age 18, the proportions who left school before graduating declined sharply over time, but among women who did so earlier than age 18, the decline in school leaving was smaller. Among black women who formed families between the ages of 20 and 24, the proportion leaving school prematurely fell from 48% of women in the eldest cohort to 12% in the two younger cohorts. Among black women who began family formation before age 18, in contrast, this proportion declined slightly from 85% of those in the oldest cohort to 73% of those in the middle cohort and 60% of those in the youngest.

Psychology/Philosophy

Turner, R. J. (1991) Affirming consciousness: The Africentric perspective. In Child welfare: An Africentric perspective. (Eds.) J.E. Everett, S.S. Chipungu, & B.R. Leashore. NJ. Rutgers University Press.

In this article, we hear echoes of earlier themes as Turner describes the Africentric perspective using several illustrations. She refers to the primacy of culture and challenges the universal oppression of the Euro-American psychology paradigm. In addition, she also challenges the African Diaspora to break free from the Euro-American paradigm, by developing a truly Africentric perspective. An Africentric paradigm emphasizes the interconnection of all things, the oneness of mind, body and spirit, and the collective identity versus the individual identity. Turner discusses the implications of an Africentric view in terms of moving toward a truly African American psychology.

U's

Health

Udry, J. Richard; Billy, John O. (1987). Initiation of coitus in early adolescence. African Sociological Review, Dec. 52 (6), 841-855.

Examined the determinants of initiation of coitus in 1,153 young adolescents (aged 11- 17 yrs). Determinants in 3 domains were tested: motivation, social controls, and attractiveness. Measures of variables were obtained from subjects, their identified friends, parents, and interviewers. Results are interpreted in terms of a hormone analysis of a partially overlapping sample by present author and colleagues (1985). White males' initiation was dominated by motivational hormone effects and social attractiveness, with no observed effects of social controls. White females' initiation was dominated by the effects of social controls. Attractiveness, hormone, and sexual motivation effects were not observed. Black females' initiation was determined by their level of pubertal development, with no observed effects of social controls. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Literature/ Miscellaneous

Ugwu-Oju, D. (1995). What will my mother say. New York: Bonus Books, Inc..

This is the story of tribal life in Africa, the traditions of pre and post colonial Nigeria, and the remarkable human spirit of three generations of Ibo women. One of those Ibo women, the author, struggles to make sense of the traditions of her community and the Western values of post colonial Nigeria and eventually America. The theme appears, as in countless accounts of life in Africa before after colonialism of the constant struggle of Africans to make sense out of a world that bombards them with a value system devoid of all that is familiar to the them. The author gives us a personal account of growing up in Africa and being raised by a mother who followed the traditional community "law" to the letter, and how confusing these traditional rules become for her. On the one hand she's her mother by sheer determination and human will, defied unbelievable odds, overcoming death on several occasions, making extreme sacrifices, and holding on to her traditional beliefs in the face of community ostracizing, near death, family loss, homelessness, and war. On the other hand, the author finds herself desiring the seemingly more comfortable way of life that the Western value system can give to her.

We see in this true account the power of the community in shaping the lives and behavior of the individual, and strength of that influence. We also are introduced to traditions that Dympna has difficulty coming to terms with: child brides, patriarchy, arranged marriages, and female circumcision. For the author, growing up is a tangled web of Ibo traditions and Catholic (Western) influences. Dympna finds her way to America where she obtains a masters degree and adds to her already conflicting schema, the American value system.

The struggle of the African person to find peace and balance in their world is clearly a struggle that transcends locale, crosses continents. It is a predicament for Africans worldwide. The author tells a compelling saga that takes us through her real life experiences and compelling circumstances. The author brings to life the Africa we rarely see, and demystifies many of the false beliefs we have about Africa, and Nigeria in particular. We are able to see the microsystem, the small family unit, and get a real sense of what the African family looks like. Viewing the book from a broader perspective enables the reader to discover the salient information. This is a detailed account of the quest to find balance, higher ground: We feel and experience with the author the depth of these personal conflicts of tradition and modernity, old and new, submission and self-empowerment, personal will and community pressure. One of the strongest themes is the overwhelming influence of the community over the lives of the each individual. The philosophy of life of the African community as stated in the African proverb, " *I am because we are, we are because I am*" is very apparent throughout this compelling account of growing up in her small Nigerian town. Those with responsibilities for influencing the African child in America can be guided by this philosophy. It is adaptable to the experience of American Africans and helps to begin to order our thought processes towards a greater respect for the African child and their culture.

Psychology (development)

Udwin, O.; Shmukler, D. (1981). The influence of sociocultural, economic, and home background factors on children's ability to engage in imaginative play. Developmental Psychology, Jan. 17 (1), 66-72.

Examined the phenomenon of imaginative play and its concomitants in unstructured play situations among 60 South African and Israeli preschool children of lower- and middle-class economic status. Results suggest that socioeconomic status was the overriding variable in determining the observed levels of imaginative play, and the contention is raised that the deficits in imaginative play among lower-class children were created not by the lack of experiences or stimulation, but rather by the failure of the lower-class parents to help their children with the integration of the plethora of stimuli that confront them in everyday life. It was also found that a number of the specific home background factors thought to be particularly important for the development of imaginative play are culture-bound.

Sociology (Family)

Unger, D. G.; Cooley, M. (1992). Partner and grandmother contact in black and white teen parent families. Journal of Adolescent Health, Nov. 13 (7), 546-552.

Studied contact of 338 teen mothers (aged 14-19 yrs) with grandmothers and partners as a predictor of maternal and middle childhood developmental outcomes. Each child (aged 6-7.9 yrs) was given a developmental assessment. Black teens lived longer with their parents after the child's birth, while White teens married earlier and had more disruptions in their relationships. Grandmother assistance with childcare was positively associated with the mother's ability to pursue her education. Findings suggest that child developmental problems may occur when mothers routinely rely on grandmother assistance into middle childhood, particularly for White families. (PsycINFO Database Copyright 1993 American Psychological Assn, all rights reserved).

Media/Racism
University of Michigan Campus Radio.

The incidence of racism on college campuses are common and often blatant. On the campus of the University of Michigan, the sentiment of many of the students became clear to many who had chosen to deny it previously. On the public airways of the campus radio station, a list of offensive and derogatory "jokes" was told about Blacks without apology. Those jokes give insight into what the students on that campus and many others like it experienced daily on White college campuses. It also helps us to understand the difficulties that Africans in America still face in attempting to pursue a college education.

Criminal Justice/ Literature (autobiography)
Upchurch, C. (1996). Convicted in the womb. Bantam Books.

Convicted in the Womb is a stunning and engrossing account of Carl Upchurch and his arduous journey from the depths of violence and chaos to the pinnacle of sobriety, redemption and atonement. His story vividly affirms man's ability to overcome adversity to reclaim his God-given talent and humanity. No sooner had he been born into this bittersweet world than Mr. Upchurch began to experience the debilitating effects of a violent environment. The offspring of two generations that had been chained to a legacy of drugs, violence and contempt, Mr. Upchurch uses the term "niggerization" to describe how he became heir to this legacy. The title of the book is more than a metaphor but an empirical indictment of how his mother violated his humanity and left him with a curse that almost made him a career criminal.

Mr. Upchurch spent most of his young adult life wedded to violence and going in and out of correctional and penal institutions as though he was caught in a revolving door. Ironically, however, it was in the Criminal Justice System that he began to empower himself by developing an addiction to books that included reading the works of Shakespear, Maya Angelou, W.E.B. DuBois and many other thought-provoking authors. However, two books in particular, The Journal of George Fox, written by the founder of Quakerism, and the Bible had a lasting and profound impact on him. In the shedding of his niggerization," he was "deniggerized" and ultimately achieved a sense of "anti-niggerization." This achievement led to Mr. Upchurch organizing g the historic gang summit that was held in Kansas City in 1991. The summit gained him national recognition and today he continues to work in behalf of community empowerment as the executive director of the Council for Urban Peace and Justice in Pittsburgh, PA. --Useni Eugene Perkins.

V's

Schools & administration

Valentine, E. P. (1988). The Applicability of a Strategic Planning Model for School Systems. Journal of Negro Education, 57 (3).

The objective of Valentine's study was to find out how much strategic planning enhances the administration of selected public schools in the state of Maryland. Valentine, administrator of Division of Planning, Research, and Education at the Department of Education of Baltimore City Public Schools and President of the Pasteur Center for Strategic Management, presupposes that schools can be administered as effectively as a business. Valentine, borrowing a methodology from Frank T. Paine and Carl Anderson in *Strategic Management*, sought to see if selected Maryland public schools could pass this model for strategic planning, 1) assess the schools' environment, opportunities and threats; 2) generate missions; 3) identify organization's strengths and weaknesses; 4) establish policies; 5) specify objective; 6) generate strategies; 7) evaluate strategies; and 8) implement plans. The model was elongated, and put in a form of a questionnaire and administered to principals. Interviews were given as well, of the principals who filled out the questionnaire. Valentine discovered that top level managers or school board or staff cannot clearly define their systems' mission or how there was no agreement between top level managers from large, medium and small systems as to how research could be conducted within the system in regard to planning for new programs and last, the process used for evaluation of programs and providing feedback in all policy area is inadequate in large and medium school systems. There were other research question examined by Valentine in regard to strategic planning of public schools. But essentially, Valentine concluded by saying that "effective strategic planning is not likely to occur in school system in Maryland. All school systems meet some of the criteria required for strategic planning. However, none of the systems meet all the criteria."

Anthropology/ Rites of Passage

Van Gennep, A. (1960). The rites of passage. University of Chicago Press.

Although most traditional African societies performed special ceremonies and had secret societies that prepared their youth for adulthood, the term "Rites of Passage" as used today was coined by a German, Arnold Van Gennep in 1908. As an anthropologist, Mr. Van Gennep was intrigued with so-called primitive societies and sought out to investigate how their "inhabitants" were socialized. In his research of many so-called primitive cultures, particularly those in West Africa and Australia, he learned that these cultures did have formal protocols for socializing their people. Many of these social protocols were quite elaborate and spiritually rooted. From his observations, Mr. Van Gennep developed a matrix for classifying sixteen different rites, the most critical of them being (1) preliminal (rites of separation), (2) liminal (rites of transition), and (3) post-liminal (rites of incorporation). He then applies these classifications to individuals and groups, pregnancy and childbirth, initiation rites, betrothal and marriage and funerals. One might say, in fact, that these classifications covered the entire human development cycle. Although Mr. Van Gennep's rites of passage matrix may differ from many of those which are presently surfacing in the Black community, it does, nonetheless, provide a theoretical framework that can be applied to rites of passage programs designed for Black youth. It is for this reason that this book is included in the bibliography, and because it is an important work that addresses how people are socialized and the means be which this is done. --Useni Eugene Perkins.

History
Van Sertima, I. (1988). Great black leaders: Ancient and modern. New Brunswick: Transaction.

Ivan Van Sertima collects an impressive group of brief but informative biographical essays on several great black leaders in the hopes of paying homage to their legacies. He begins with the great black leaders of America, including Martin Luther King, Jr., Malcolm X and Frederick Douglass. In Africa his groups of authors deal with the black roots of ancient Egypt, Queen Hatshepsut, Queen Tiye, Imhotep, Ramses, Shaka Zulu, and Hannibal Barca. "The African Revolutionary Leaders of the Colonial Era" section contains Nkrumah, Mandela and Nzingha. He ends the work with the great black leaders of the Caribbean, such as Marcus Garvey and Toussaint L'Ouverture.

History
Van Sertima, I. (1986). Golden age of the Moor. New Brunswick: Transaction.

Van Sertima's purpose in writing this book is three-fold. First, he wants to refute the widely accepted assumption that the movement of the Africans into Europe, insignificantly large numbers and into positions of real power, did not occur until the Muslim invasion of Spain in 711 A.D. He refutes this evidence and deals with his second premise, which is establishing the Moors in the proper historical context, by citing a wealth of sources, including those of famous and authoritative works on the Moors, as well as eyewitness and linguistical accounts. His third purpose is to focus on the medieval Moors rather than those that established an ancient African dynasty in Spain. He focuses on the contributions of the Moors to Spain, such as their highly developed form of music which laid the basis for what eventually became classical music. They also contributed their knowledge of math and astronomy when they introduced the university system into Spain.

History/Feminism

Van Sertima, I. (Ed.) (1992). Black women in antiquity. London: Transaction Pub., 7th. printing.

Women and male authors write about the accomplishments of ancient African women. Great African queens such as Walshpaiat and Nzinga are presented showing their importance in changing African history. The reader will find interesting facts such as the queen who apprehended and struck back at the Roman invaders under Augustus Caesar or Queen Sheba who, is not only famous for her marriage to the biblical Solomon, but also for her organization of an extensive trade network and for ruling an empire larger and "more substantial" the her husbands.

History

Van Sertima, I. (1976). The African presence in ancient America: They came before Columbus. New York: Random House.

Van Sertima executes an excellent task of researching and proving that Christopher Columbus was preceded by travelling Africans over one hundred years prior to his “discovery” of America. The author employs a substantial amount of sources which will provide a basis for one of Van Sertima's theses which poignantly maintains that Africans made a large contribution to indigenous civilization of the Americas before the European intervention. Van Sertima proves his theses, for example, when he maintains that the Olmec heads in South America were beautiful and amazing sculpture which took the impression of African people's features, and these sculptures predate the arrival of Christopher Columbus to the Americas. Africans did indeed have a major role in the discovering of America.

History

Van Sertima, I. (1984). Nile Valley Civilizations.

This book provides dialogue about Nile Valley civilizations from an Afrocentric perspective, It also acknowledges the acceptance of this empirically verified Afrocentric world-view as paramount to understanding Africa's authentic contribution to various disciplines such as education and mathematics, agriculture, law, medicine, astronomy, philosophy, religion and technology are also discussed. The author suggests that we should not rely on modern Egyptology because Egyptologists refuse to acknowledge the African origin of ancient Egypt. Papers and articles from up to 16 leading scholars including Naim Akbar, Asa Hilliard, and Richard King.

Psychology (self-esteem)/Special education

Van Tassel-Baska, J., Olszewski, Kubilius, P., Kulicki, M. (1994). A study of self-concept and social support in advantaged and disadvantaged seventh and eighth grade gifted students. Roeper Review, 16 (3), 166-191.

This study examined the role of self-concept and related social-support issues on a gifted student population consisted of 147 gifted seventh and eighth graders involved in a self-contained gifted program. There were 56 African American students and 50 low socio-economic status children in the group. Four instruments were administered to gather data: the Rosenberg Self-Esteem Scale, People in May Life, Work Orientation, and the Harter Perceived Self Competence Scale. Findings indicate that self-esteem among gifted students is higher than that of non-gifted students. It also found that gifted African Americans had a higher self-esteem than did the gifted Anglo-Americans. They also had a higher social competence perception and a stronger work ethic. The study found the greatest discrepancy occurred between advantaged and disadvantaged students. Although gifted students have a higher self-concept, they may experience some self-concept difficulties. These can be attributed to stressful life events, not "fitting in" in a particular social or academic setting, and parental involvement and support. To help these students, educators need to focus on individual areas of low competence rather than on global self-concept issues.

Sociology/Economics

Vanentine, B. (1987). Hustling and other hard work: Life styles in the ghetto. New York: Free Press.

The author describes the lives of the "Afro-American" families living in one of the poorest parts of a city in the northern United States during the 1960's and 1970's. The people who were chosen were a representation of the urban poor, and their struggle for survival.

The information is based on real-life experiences. The author depicts how poor Blacks continue their persistence to be human despite ill conditions, the economic and political forces, and societal institutional racism.

One of the major problems was making a living because jobs were difficult to find. Those that did work were paid poorly. The community population supplemented their income with welfare and hustling. The hustling included stealing and the sale of illegal goods and services. Each of the three families portrayed, provided a scenario of what must be done in order to just get by. Crime was viewed as a necessity rather than a desire. This book makes one aware of the African-American experience in the city.

Psychology/Philosophy/Spirituality/ Gender issues & Feminism

Vanzant, I. (1992). Tapping the power within. New York: Harlem Rivers.

Tapping the power within attempts to assist African women on their journey toward cultural re-connection and spiritual development. The book is largely based on the author's her own experiences as a teenage mother, former public assistance recipient, and a partner in an abusive marriage. She is also a survivor of incest and two suicide attempts. The strength of this book is derived from its African-Centered perspective on life in a Eurocentric society, and from the authors own struggle to survive by finding the faith and direction instilled in her by her immediate and ancient ancestors instilled.

Psychology/Learning Styles

Vargas, L. A., Koss-Chioino, J. D. (Eds.) (1992). Working with culture: Psychotherapeutic interventions with ethnic minority children and adolescents. JosseyBass Inc, Publishers: San Francisco, CA. Series title: The Jossey-Bass social and behavioral science series.

In addition to an introductory and a concluding chapter, this book presents twelve chapters that discuss models of and approaches to carrying out individual psychotherapies with African American, Hispanic American, Asian American, and American Indian children and adolescents. The contributors have focused on in-depth discussions of treatment processes and methods as they are affected by, and interwoven with, the cultural dimensions of the child's or adolescent's life. This book focuses on particular problems that affect certain ethnic minority groups more that others, problems that we, as therapists, believe are of critical importance. "Working with Culture" is intended for mental health practitioners who work with African-American, Hispanic-American, Asian-American, and American-Indian children and adolescents. The chapters take a "how to" approach. They stress the praxis aspect of working with clients from the particular ethnic group that they discuss. The book is also intended for those who teach clinical psychology, psychiatry, counseling, social work, and applied medical anthropology, as well as graduate students in these fields.

Linguistics/ Method. (reading)

Venson, S. (1990). Let's educate together. The road to literacy series: Book one for African American parents with children. A black parent's guide to laying the foundation for their children's educational success. Alternative School Network: Chicago, Illinois.

The focus in this book is how African American parents can assist their children in gaining the most from their educational experience. The author states that there are several reasons why a child does not excel in the school setting: poor self-image, different learning styles, low standards set by teachers and parents, and poor preparation for school.

African American children need positive learning experiences early on if they are to succeed. Parents can create a positive and firm foundation for this to occur helping the child to develop self-esteem and acknowledging that they have a learning style that is unique to their culture. Parents must help the child to develop language skills, encouraging bilingualism in Black English and standard English. It is also important to help the child to learn to read.

The book provides specific suggestions for each of the areas mentioned above and provides a list of references and reading list for children and adults.

Power teaching

Viadero, D. (1991). Father Figure. Teacher.

Richard Boynton, an African American male third grade teacher in Baltimore, did not realize the impact he was making on some of the black boys in his class until he realized they were imitating him in many things that he did and said. Richard Boynton is the teacher of twenty-seven African American boys crying out for someone to teach them, love them, and discipline them. Students were placed in his class based on low academic skills in kindergarten and first grade. The boys also had the same low socioeconomic status and were all being raised by women.

Boynton tries to make up for what he sees lacking in the lives of his students. He spends extra time on the weekends and used weekend sporting events and fun as an incentive and reward to motivate his students. He regularly visits their homes and keeps close communication with all parents. In talking with the students they were each able to name something positive that was unique in their classroom or about their teacher. Boyntons says his job is not done until he runs into one of his students ten years later and they are on their way to work or college.

Health

Villarruel, A. M.; Denyes, M. J. Pain. (1991). Assessment in children: Theoretical and empirical validity. Advances in Nursing Science, Dec. 14 (2), 32-4 1.

Describes a research approach used in the development of a photographic instrument to measure pain intensity in young (3-7 yr old) Hispanic and African-American children. The instruments were designed to enable children to participate actively in their own care and to do so in ways that are congruent with their developmental and cultural heritage. Conceptualization of the instruments, methodological development, and validation processes grounded in D. E. Orem's (1985, 1991) self-care deficit theory of nursing are described. The development and validation phases of this research yielded 2 culturally sensitive, self-report photographic pain intensity scales for young children and provided evidence for the content validity of these scales. (PsycINFO Database Copyright 1992 American Psychological Assn, all rights reserved).

Psychology (development)

Viney, L. L. (1987). A sociophenomenological approach to life-span development complementing Erikson's sociodynamic approach. Human Development.May-Jun. 30 (3), 125-136.

Tested a sociophenomenological approach to psychological development across the life span, complementing that of E. H. Erikson (1 959). The content analysis scales of psychosocial maturity (CASPM) developed by the present author and A. M. Tych (see PA, Vol 72:27054) were applied to transcripts of oral communications from 813 Subjects (aged 6-86 yrs) classified into 7 age cohorts. CASPM used content analysis to identify 8 pairs of positive and negative constructs used by the Subjects (e.g., autonomy-constraint, generativity-stagnation). Tests of differences in the types of constructs used by different age cohorts were carried out with a White Australian subsample with the full age range and a Black American subsample of children and adolescents. For both subsamples and for both positive and negative constructs the, age factor proved significant; significant linear trends for age for pairs of constructs were also found in each subsample. (PsycINFO Database Copyright 1987 American Psychological Assn, all rights reserved).

Linguistics & language/Literature (criticism)

Wa 'Thiong'o, N. (1986). Decolonizing the mind: The politics of language in African literature. Portsmouth, N.H.: Heinemann.

As with Smitherman's book, Ngugi Wa 'Thiong'o is an excellent expose of the power of language. Educators frequently use language and literature as if it were neutral. Wa 'Thiong'o states that literature does not exist in a vacuum, but that it is loaded with all kinds of messages, both cultural and political. He speaks of a culture bomb which obliterates a people's belief in their names, their languages and their environment, leaving a 'desolate wasteland of non-achievement'. Educators have a responsibility to liberate and not reinforce domination. We are called to be critical consumers, not purveyors of the status quo.

General/ History

wa Thiong'o, N. (1983). Barrel of a pen: Resistance to repression in neo-colonial Kenya. Trenton, N. J.: Africa World Press.

This book is a group of essays reflective of the political struggle against neocolonialism and British repression of the Kenyan people. Set in 1981, the writer discusses poignantly and passionately about the struggle of the indigenous people to regain their dignity. More specifically, the book is about cultural resistance.

Kenyans during this period were victimized by imperialism, not only of the British, but America too. The major thrust was one of political and cultural repression fearing that the seeds for revolt were in the people's cultural expressions.

The author sadly reports that the indigenous rulers, Moi and Kenyatta, betrayed the people and what they had struggled for. To gain their independence and dignity, wa Thiong'o feels that the people must be revolutionary at all levels: economic, political, cultural, and ideological.

Psychology/Sociology (family)

Wade, B. K. (June, 1980). The relationship between the disciplinary styles of black parents and preference for mode of family therapy. Dissertation Abstracts International. 40 (2B, Pt. 1), 5835.

The research presented here was designed to explore the relationship between black parents' disciplinary style and preference for behavioral or dynamic communication oriented family therapy. This represents a preliminary study of possible match between parental and therapy characteristics. Preference for a particular therapy mode was defined as a positive rating of the film viewed. The subjects in this study were 80 black parents (40 couples), who had a child in special education classes between the ages 7-13 years. These parents were classified on the basis of a child handling interview into two disciplinary style groups, high and low use of unmodified power (UMP). Half of the parents in each group viewed a video taped family therapy scenario, depicting either behavior oriented family therapy or dynamic communication oriented family therapy. It was hypothesized that parents' ratings of the films would vary as a function of disciplinary style, for analysis of sex of parent revealed fathers consistently used less UMP than mothers (this finding was the opposite of the effect predicted), and no significant differences based on the age of the child or parents' expectation of therapy. It was concluded that fathers use less UMP than mothers. Mothers consistently use more intense disciplinary responses than fathers. --Dissertation Abstracts International.

Sociology (family)/History/Psychology

Wade, J. C. (1994). African American fathers and sons: Social, historical, and psychological considerations. Families in society. The Journal of Contemporary Human Services, 561-570.

This article explored the socio-historical and cultural forces which influence African-American family life, with specific attention given to the myth of father absence in black families. The historical African tradition stressed the importance of marriage, high father involvement in childrearing, and the responsibility of elder males to socialize the tribal communities sons, was interrupted by exposure to European societies' patriarchal emphasis on capitalistic gain and male domination. Emancipation resulted in the African American family transition into a more patriarchal style. African American fathers continue to play a significant role in parenting. In particular, when SES increases, the father's role in socialization increases. Even when the father isn't in the household, he continues to play a vital role in his children's, particularly his son's, life.

This article is important because it dispels the myth that negative consequences will result with the child who has no father in the home.

The purpose of this article is to explore the socio-historical and cultural forces influencing African-American family life, with specific attention given to the myth of father absence in black families. The author integrates existing theory and research in support of an alternative and more positive perspective on the black male role in family functioning. He challenges the pathological model purported by traditional psychological research, that African-American children develop and adapt pathologically in single-parent homes, which are popularly and inappropriately perceived as the norm for African-American families.

Wade describes how the historical African tradition stressing the importance of marriage, high-father involvement in child-rearing, and the responsibility of elder males to socialize the tribal communities sons, was interrupted by exposure to European societies' patriarchal emphasis on capitalistic gain and make domination. Emancipation resulted in the African-American family transition into a more patriarchal style. Continuing economic hardship for black make in response to limited employment opportunities and oppression by the majority culture, resulted in a decrease in two-parent families, most markedly in 60's. In a patriarchal environment that valued make self worth in terms of economic power and authority, the black male may have become discouraged with his inability to provide, and felt his value as a husband or father was diminished.

Despite the increase in female-headed homes, particularly in tandem with poverty, African-American fathers **do** continue to play a significant role in parenting. In particular, when SES increases, the father's role in socialization increases. Even when the father is not in the household, he may continue to play a vital role in his children's, and particularly his son's upbringing. Other research is cited that indicated that in African-American homes where the father is absent, there were no differences in self-attitude measure or adjustment of children.

Some implications of this shift in perceiving the African-American male's role in family are given by the author; he cautions against the tendency of family therapists, especially systems, therapists, to examine the family removed from the larger social context. In addition, the tendency to assume negative consequences to children in father absent homes conflicts with emerging research that suggests that this is not an automatic outcome, particularly in black families. This article supports the emerging understanding of the African-American families response to long-standing hardship, especially its ability to positively adapt and survive. Increased understanding of the particular plight of the black father, in conjunction with poverty makes this work an important contribution.

Literature (criticism)

Wade-Gayles, G. (Fall 1994). The truths of our mothers' lives: Mother-Daughter relationship in black women's fiction. Sage: A Scholarly Journal on Black Women, 1 (2), 8-12.

One of the most pervasive images in American thought and in black American culture is the image of super strong black mothers. More than white women, it is assumed, black women are richly endowed with the attributes we associate with archetypal motherhood. Sociological studies of the black family emphasize the strengths of black mothers however, tell use little about the relationship black mothers have with their daughters who, unlike sons, are heirs apparent to the halo of motherhood. When mother-child relationships are analyzed in sociology, the child is usually the male child. Regardless of race, culture or time, the mother and son are the dominant dyad in scholarship and art. The article search in black women's autobiographies such as Maya Angelo, Angela Davis, Nikki Giovanni, Daisy Bates, Anne Moody, and other Black women whose stories have received national attention since the 1950's for sensitive stories of mother-daughter relationships.

Health (substance abuse)/Sociology (family)

Walker, C. D.; Zangrillo, P.; Smith, J. M. (1994). Parental drug abuse and African-American children in foster care. IN: Child welfare research review, Vol. 1.; Richard P. Barth, Jill Duerr Berrick, Neil Gilbert, Eds. New York: Columbia University Press. p. 109-122. Pub type: Reprint.

(from the chapter) (study) the impact of parental substance abuse on children; the outcome for these children is detection by the child welfare system and ... out-of-home placement in the foster care system; (review and interpret) data from a National Black Child Development Institute (NBCDI 1989) study that profiled 1,003 African-American children who entered foster care in 1986 in 5 cities (that) provided clear evidence of the trend toward foster care; (report the) findings ... about this population... the role of the environment: poverty and poor housing (parental service needs, services offered, and discharge outcomes; the role of relatives).

Literature (fiction)

Walker, A. (1981). You can't keep a good woman down: Stories by Alice Walker. Sixth Edition, New York: Harcourt Brace Javanovich, 1981.

Walker has written a number of books, including genres of fiction, poetry, and drama. You Can't Keep a Good Woman Down is a book of short stories written by one of America's foremost writers on women's rights. This book, however, is not strictly pre-women as much as it is pro-human. It ells good and tragic stories of people struggling through life's hardships. In one story, for instance. Walker writes of an unhappily married woman whose recent tragedies and past mistakes force her to have an abortion. The story is appropriately called: "The Abortion". In "Nineteen Fifty-Five", a male singer, who becomes famous in nineteen fifty-five quietly attempts to reward his idol song writer who, unbeknownst to most, is a woman. In all, there are fourteen stories. Many of the stories are cleverly written because they convey a social upheaval while not being blatant.

History/General

Walker, D. (1965). Appeal, in four articles; together with a preamble, to the colored citizens of the world, but in particular, and very expressly to those of the United States of America. Edited with an introduction by Charles M. Wiltse. New York: Hill and Wang.

In four short articles set in the time of chattel slavery, Walker protests against the treatment of Black Americans by White American, Walker says that the Black man ought to uprise against the white slave masters. Walker provides the reader with fluid argument on why enslavement is wrong and why Blacks have a responsibility to eradicate the institution: "Rather die as a free man than to live on my hands as a slave", Walker concedes. Walker is not the first to write anti-slave pamphlets but he is one of the most voracious and intelligent author/speaker of his time. Walker's syllogism is sound, metaphorical [e.g. compares the strength of Blacks to tolerate inequities with that of early Christians], angry [e.g. order Blacks to revolt against their present system of slavery].

Sociology/Spirituality & Religion

Wall, C., et al. Informal support from black churches and the well-being of elderly blacks. The Gerontolovist. Vol 31, No. 4 490495.

This is an empirical study that investigated the role of friends, neighbors and Black churches in the support networks of elderly blacks. More specifically, the study explored the perceptions of the amount and type of support available to older Blacks from their families and churches and whether church support may augment or complement family support. The exploratory study consisted of 98 individuals from Pennsylvania whose age ranged from 65-104 years. The results indicated an overlap in the family in which 40% of the people nominated as important or close to respondents were church members. The study substantiates the important role Black churches play in enhancing the lives of elderly Black individuals.

Feminism/Psychology (identity)/Sociology

Wallace, M. (1979). Black macho and the myth of the superwoman. New York: The Dial Press, 1979.

The author of this book uses her own experiences as a Black woman growing up in Harlem, during the Black Power Movement of the sixties, to describe the historical, cultural, familial and social influences contributing to the socialization of gender roles for Black American. Wallace describes the power and sex role dynamics occurring during the slavery period, and how this has contributed to modern day value orientation as socialized by parents and played out in African-American relationships. According to the author, the "Macho Black Man" evolved from anger around the myth that Black men were forced to discard all aspects of masculinity to survive during slavery. Slave women on the other hand, were less abused, willingly slept with their white masters sometimes, and displayed an amazing knack for survival and competence without the assistance of Black men (therefore aiding to oppress them). Therefore a common perceptual manifestation of the modern Black woman is that of "Superman" or matriarch, who is tougher than their white counterparts, or the Black man. The African-American male, in response to this unrealistic belief of the African-American woman, developed a sense of anger which manifested itself in its own perpetuated myth, as a strong, virile and dangerous man, who would not allow the Black woman to continue to contribute to his oppression. It is the clashing of these two myths, which causes many of the relationship difficulties between the two sexes. The continued relevance of Wallace's observations can be seen in expression of expected gender behavior in today's "gangster" rap videos and lyrics. Although Wallace's interpretation maybe arguable, her views give some insight into gender behavior socialization of African-Americans.

Political Science

Walsh, K., Shapiro, J. (1992). They are not our issues. U.S. News & World Report. May 18, p. 26.

This article creates its foundation by focusing on politicians lack of interest and vision regarding urban policy. Shapiro points out that policies that are enforced that are geared to help a group of people in the end does not necessarily do so. The policies do not help impoverished people as set forth. The two authors speak of the apathetic attitudes reformists have in positively impacting inner cities. Such programs as "points of life" and "tree people" are projects in which a substantial impact on impoverished communities is almost invisible. The sincerity and direction of projects recognized by the White House is in question. Although the article made significant points about maneuvers of politicians, it may serve as a learning tool if a study can be expanded, if not already, to determine what significant gains programs that have been implemented since their inception have on inner city communities.

Curriculum/Methodology/Teaching & learning styles/Language

Walters, T. S. (1994). Multicultural literacy: Mental scripts for elementary, secondary, and college teachers. Equity & Excellence in Education, 27, (2) 45-52.

Dr. Walters does a magnificent job in presenting the effects of the perspective derived from socialization and education that influences what teachers do with and to students. Dr. Walters Classy teachers' verbal and non-verbal communication into four categories: illusion, confusion, selective inclusion, and infusion. Moreover, Dr. Walters expounds on how teachers think about human diversity, coupled with their taken-for-granted verbal and non-verbal communication patterns which influences their behaviors and classroom practices.

Criminal justice & violence

Ward, J. V. (1995). Cultivating a morality of care in African American adolescents: A Culture-Based model of violence prevention. Harvard Educational Review, 65, (2), 175-188.

In this article, the author looks at the historical traditions of caring, interdependence, and valuing justice within the African American community. She posits that what has been lost to African American youth enmeshed in the violence of U.S. society is an awareness that aggression against others is aggression against the self. She argues further that such aggression is a violation of the care and connectedness implicit in the notion of black racial identity and community. Ward concludes that a solution to youth violence may lie in reconnecting African American teens to the communal values and traditions that have allowed blacks to develop racial identity and racial solidarity in spite of their economic and social oppression in the United States.

Health/Media/Psychology

Ward, L. M.; Wyatt, G. E. (1994, June). The effects of childhood sexual messages on African-American and white women's adolescent sexual behavior. Psychology of Women Quarterly, 18 (2), 183-201.

Examined multiple components of sexual messages recalled from childhood in a sample of 126 African-American and 122 White women to clarify the relationship between sexual communication and sexual behavior. Subjects were interviewed using the Wyatt Sexual History Questionnaire. Subjects' recollections of messages from parents and TV differed both individually and across ethnicity. Messages recalled from parents varied in tone (positive vs negative) across time (childhood vs adolescence) and form (verbal vs nonverbal). No connection between types of TV messages and risky sexual behavior was confirmed. Whites recalling negative verbal messages (VMs) from childhood engaged in riskier behaviors than women recalling positive VMs. Whites recalling an absence of non-VMs also engaged in riskier behavior than Subjects recalling positive VMs. This was not true for Blacks. AU Subjects regarded non-VMs as more positive/instructional than VMs. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Curriculum/Rites of Passage

Warfield-Coppack, N. & Harvey, A. R. (1989). A rites of passage resource manual. MAAT Institute.

An excellent resource for groups and organizations interested in developing rites of passage programs for Black youth. Both authors are thoroughly familiar with the socializing needs of Black youth and have done extensive research on Rites of Passage. Although this is only a 60 page book, the information it contains is comprehensive and insightful. The resource information is especially pertinent and identifies various groups and organizations which have implemented Rites of Passage programs. --Useni Eugene Perkins.

Health

Warner, G.L. (1995, May). Prenatal Care Demand and birthweight Production of Black Mothers. American Economic Review, 85 (2), 132-137.

This study investigated infant mortality and the health of newborns. The author noted that infant mortality in the United States has declined by 50% in 20 years for Blacks and Whites, but that the Black mortality rate has remained twice the rate of Whites. The empirical study incorporated the number of visits and visits x delay interaction term into prenatal care demand to determine the impact of prenatal care on infant birthweight. Quality of prenatal care was not controlled for in this study. Warner indicated that prenatal care has two measures: time interval and standardized number of prenatal visits. The findings indicated low productivity of prenatal care for Black women and the substantiality between delays and visits. It was concluded that low productivity of prenatal care can be indicative of the quantity of prenatal care which is not a sufficient means of measurement.

Criminal Justice/Politics/Sociology

Washington, J. (1994). Iron house. Vintage.

Prisons have become a growth industry in America for many reasons. First, the proliferation of drugs in our communities has sparked a wave of violence that accounts for nearly 60% of all reported crimes; subsequently a significant increase in convicted felons. Secondly, prisons seldom rehabilitate, and recidivism among parolees continues to escalate because few have skills that can provide them with legitimate employment. But prison life is also harsh and cruel. Jerome Washington spent 15 years in the infamous confines of Attica where he wrote about the dehumanizing effect prison life has on inmates. For doing so he was constantly being punished by prison officials but eventually released after winning a historic First Amendment lawsuit in defense of his right to write.

Iron House, the third of his books on prisons, won him the Western States Book Award because of its honest and incisive portrayal of prison life. As Black men continue to swell the prisons in America, Mr. Washington alerts us to the fact that many will never fully recover from the mental anguish and physical pain that prison life inflicts on them. --Useni Eugene Perkins.

Linguistics

Washington Post, (1991). Dialects of blacks, whites veer apart, which may speak poorly for the future. Atlanta Journal Constitution, April 30.

Presents the views of linguists who suggest that the common manner of speaking, across the country, is steadily changing. Moreover, these linguists theorized that the dialects of blacks and whites are moving closer together; therefore, suggesting that blacks and whites are moving closer together socially and culturally.

Psychology (development/testing)/Sociology/Politics

Washington, V. (1988, Winter). Historical and contemporary linkages between black child development and social policy. New Directions for Child Development, (42), 93-105.

Discusses the history of Black child development research and argues that it shaped the subdiscipline of research and social policy in (1) intelligence testing and assessment, (2) preschool development and education (e.g., Project Head Start), and (3) improvements in elementary and secondary education. It is argued that the needs and interests of Black children have been obscured by the (1) emphasis on economic deprivation as opposed to race and racism in the formulation of social policy and (2) implementation of social policy in ways that undermined the survival strategies of poor Black families. Factors that may enhance ties between Black child development research and social policy are outlined. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Linguistics/Learning & teaching styles

Washington, V. M.; Miller-Jones, D. (1989, July). Teacher interactions with nonstandard English speakers during reading instruction. Contemporary Educational Psychology, 14 (3):280-312.

Examined classroom interactions between 2 2nd grade teachers, who differed in their knowledge of Black English, in order to determine whether these teachers also differed in their responses to students who showed strong (high) versus weak (low) Black and Nonstandard English (NSE) usage. Teachers' knowledge of the phonological, syntactical, and stylistic features of Black English and NSE was found to be significantly related to the way teachers respond to the reading miscues of children with various amounts of NSE in their speech. The teacher who was more knowledgeable of Black English evidenced more behaviors considered to be supportive of reading development. The hypothesis that the teacher who is less knowledgeable about Black English would be less constructive and more negative in response to miscues produced by strong Black English and NSE speakers was partially confirmed. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Sociology (family)/Learning & teaching styles

Wasserman, G. A.; Brunelli, S. A.; Rauh, V. A.; Alvarado, L. E. (1994). The cultural context of adolescent childrearing in three groups of urban minority mothers. IN: Puerto Rican women and children: Issues in health, growth, and development. Topics in social psychiatry.; Gontran Lamberty, Cynthia Garcia Coll, Eds. Plenum Press, New York, NY, US. 1994. p. 137-160 Pub type: Experimental.

(from the chapter) examine the role of cultural and family differences in parenting attitudes and (childrearing) practices in the development of inner-city children (by) following a sample of urban minority mothers and children from the birth of the children through age 3 yrs; reports on data from a sample of African-American and Hispanic adolescent and adult mothers and their infants, who were primarily of Puerto Rican or Dominican origin.

Curriculum/History

Watkins, W. H. (1993). Black curriculum orientations: A preliminary inquiry. Harvard Educational Review, 65 (3), 321 - 336.

Watkins presents a historical discussion that traces the development of six different curriculum orientations in the educational experience of African Americans. These black curriculums are tied to the black experiences of slavery and oppression in the United States. He outlines the six curriculum orientations as: 1) Functionalism; a curriculum shaped by necessity of survival that prepared people for human interaction; 2) Accommodationism: a more widespread and politically charged curriculum associated with imposed political and racial agendas; 3) Liberal Education Orientations; concerned with industry and agricultural growth and the development of human potential; 4) Black Nationalist; focused on separateness and the view that culture was the building block of civilization; 5) Afrocentric Curriculum; suggest the recapturing of the African culture by providing and infusing African themes; and 6) Social Reconstruction; a radical movement that recognizes the capitalist order as a facilitator and the generator of racism.

Watkins believes that black curriculum orientations have emerged throughout history and will continue to develop as both a part of and separate from the larger curriculum movements.

Feminism & gender issues/Sociology (family)/Psychology (general)

Webb-Watson, L. (1987, Winter). Women, family therapy, and larger systems. Journal of Psychotherapy & the Family, 3 (4), 145-156.

Examines the ways in which family therapists working with women and their families may unintentionally support the sexist notions of larger systems and suggests methods for coping with these situations. It is argued that there, is a failure among therapists to view women and their families as part of the larger sociopolitical context. The development of therapeutic work with larger systems is discussed. Implications of this perspective for assessment, hypothesizing about problem behaviors, treatment planning, and interventions are considered. An example of therapy with the family of a 9-yr-old Black girl referred for behavior problems in school illustrates the handling of sex and race assumptions from a larger system perspective. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Spirituality/Racism
Webber, B.L. (1995, April). A colorful transition. Emerge, 26-31.

This article says that many African-Americans still cling to the traditional image of a blond, blue-eyed Jesus. In fact, the cut-glass image remains as a large colorful, symbol in our older established churches.

Biblical scholars are declaring through critical scholarship that there is reason to believe that Jesus Christ was an African or at the least, a "person of color". The article points to many scholars who have espoused the idea of an African Jesus including James Cone, Marcus Garvey, Black Nationalist Robert Young, Reverend Renita Weems, and James Peebles.

Christianity has misguided African-Americans since slavery. This article is one that provides scholarly proof about whom Jesus was, where he came from, and what he looked like. These views may challenge our belief system. However, we must reconsider these "white" images, and redefine them based on an African Centered view.

Psychology/Sociology/Health
Weber, F. T.; Elfenbein, D. S.; Richards, N. L.; Davis, A. B.; and others. (1989, Sep.). Early sexual activity of delinquent adolescents. Journal of Adolescent Health Care, 10 (5), 398-403.

Sexual experiences of 1,255 adolescents (aged 10- 19 yrs) admitted to a juvenile detention facility were assessed through their responses to a health history questionnaire. More than 80% reported sexual experience. Age at I st intercourse acknowledged by females was early (mean 13 yrs) but rarely prepubertal and was similar for Blacks and non-Blacks. Males commonly reported beginning sexual experience before age 10 yrs (40% in Blacks and 20% in non-Blacks). Reports of recent sexual activity increased with age in all groups. For females, 26% reported sexual misuse compared with 2% of the males. Willingness to answer questions about sexual experiences varied with the question and increased with age. Prepubertal sexual activity is more common than is generally acknowledged. (PsycINFO Database Copyright 1990 American Psychological Assn, all rights reserved).

Power teaching/Methodology/Schools & Administration
Weinstein, R.S. Soule, C.R. Collins, F., Cone. J., Melhorn, M. & Simontacchi, K. (1991). Expectations and High School change: Teacher-researcher collaboration to prevent school failure. American Journal of Community Psychology, 19 (3), 333-363.

This article argues the fact that early school failure is predictive of subsequent problems, including poor academic achievement. One of the reasons that children do not do as well in school as they should, is because little is expected of them. Thus, the authors propose that an expectancy communication model would increase the motivational levels of more students to help them be more successful academically.

The article goes on to describe eight features of their expectancy communications model.

1. curriculum: enriched curriculum materials
2. grouping: help students work with everyone
3. evaluation: information sharing across teachers
4. motivation: cooperative rather than competitive
5. responsibility for learning: students take leadership roles
6. class relations: relationships with each student as an individual
7. parent-class relations: bringing parents in
8. school-class relations: encouraging students to participation

The article goes into great depth to describe the whole experience of politicking with school administrators and getting the program implemented and observing the effects.

Students who participate in the study after just one year were found to have improved English and History grades. There were also fewer disciplinary problems. One factor that was not effected by the programs, however, was absenteeism. Problems with maintaining these effects were also discussed.

Sociology/Anthropology/Learning & Teaching Styles

Welch, M. R. (1978, Oct.). Childhood socialization differences in African and non-African societies. Journal of Social Psychology, 106 (l), 11-15.

Cross-cultural ratings of childhood socialization processes in 104 societies were used to test the hypothesis that African societies place greater emphasis on the inculcation of independence, self-reliance, and nurturance than do non-African societies. The sample included African, East Asian, Insular Pacific, North American, and South American societies. Comparison of mean differences on measures of socialization pressure and observed aggregate behavior of children provide little support for the hypothesis, suggesting that child training emphases in African and non-African societies diverge much less than had been believed.

Psychology (testing)

Weld, G. L. Behavioral correlates of intellectual performance among disadvantaged three-year old Negro children. Dissertation Abstract International, 34, (11-A), 7059

The major purpose of this study was to determine the relationships between social-emotional behaviors and intellectual performance on the Stanford-Binet Intelligence Scales at 36 months of age. The sample was composed of 65 disadvantaged Negro children ranging in age from 24-36 months. Multiple correlations were used to analyze the interrelationships among data from three sources: (1) Stanford-Binet IQ, language, memory, and perceptual-motor factors; (2)

ratings of social-emotional behavior during Stanford-Binet testing, using items selected from the Infant Behavior Record (IBR) of the Bayley Scales of Infant Development; (3) observational data obtained during small group activities at 24, 30, and 36 months of age. The principal conclusion of this study was that specific social-emotional behaviors can be observed at 30 and 36 months of age, which are reliably related to Stanford-Binet performance at 36 months of age. --Dissertation Abstracts International.

Power Schools & Teaching/Schools (administration)

Weldon, B. A. (1988). School within a school: The restructured learning environment of an effective urban high school. Journal of Negro Education, 57 (3).

Weldon, principal of Hyde Park Career Academy in Chicago utilizes Ronald Edmonds' educational formula to develop her school. Edmonds' research, as Weldon puts it, "gave impetus to an educational formula commonly described today as effective schooling." Edmonds' designated these characteristics for effective schools: 1) strong leadership; 2) a climate of expectation; 3) an orderly, unoppressive learning environment; 4) acquisition of basic skills as the highest priority; 5) Resource allocation consistent with fundamental purpose and 6) Frequent monitoring of pupil progress. Weldon, then, broadened Edmonds' scope by including staff, community leaders, students and parent. There are other contributing elements in which Weldon adds to Edmonds' formula. Weldon's implementation of Edmonds' formula went over well in the high school. Weldon says that one of the reasons why the success of the school was so acclaimed was because students and teachers accepted the belief of a "school within a school." That is, the teachers, parents, staff, and students, learning how to improve itself academically as well as socially.

Linguistics

Welmers, W. E. (1963). African language structures. Berkeley: University of California Press.

It is the purpose of this work to survey a variety of structural phenomena which appear commonly in African languages, or in languages of one family or group in Africa, but which are not necessarily typical of human language in the broadest sense. No effort is made to isolate linguistic "universals" at a high level of abstraction, nor to investigate the validity of theories of linguistic universals which have been proposed. At the other extreme, it is considered trivial merely to list, for one or another group of languages, certain superficial characteristics of phonology or grammar irrespective of their significance for the total linguistic system, for procedures in linguistic analysis, or for comparison with other languages. Between the levels of an abstract theory of human language and the trivia of isolated details, however, there are many phenomena which have repeatedly presented problems of analysis to a large number of students of African languages. Inadequately trained investigators have frequently failed to note, or have simply ignored, significant areas of linguistic data. Welmers' primary data comes from the investigation and analysis of the Niger-Congo family, as well as the Nilo-Saharan and the Afro-Asiatic families.

Psychology/Spirituality/Racism

Welsing, F. (1981). The concept of the color of God and black mental health. Black Books Bulletin, 7 (1), 27-29, 35.

In this essay Dr. Welsing discusses one of the tactics that has been used and is still used in the continued oppression of African people. She discusses the relevance of God and religion in the lives of people in general. She further discusses the social and political implications for African people in believing that God is the same color as their oppressor. She describes the implications on Black child development in believing that Black children must be step-children of God and she discusses the attitude toward revolution and liberation from European oppression within that context.

Racism

Welsing, F. (1970). The Cress Theory of color confrontation and racism. Washington, D.C.: Private Printing, 1970.

In this theory by Dr. Welsing, she discusses her definition of racism and its impact on African people. According to Dr. Welsing, and Neeley Fuller whom she quotes, the only functional definition of racism in the world is White Supremacy. She asserts that there is nowhere in the world that Blacks or other people of color dominate in terms of political or social systems. She says that racism is not individually based, but it is a universally operating system that most Europeans operate in.

The majority of Dr. Welsing's essay focuses on answering the question of what motivated the European brutalization and domination of people of color economically, educationally, legally, religiously, politically, sexually, and militarily. She uses psychodynamic theory in her explanation of this behavior on the part of the European community. Specifically, she asserts that they have a neurotic drive for superiority and supremacy that is founded on a deep sense of inadequacy and inferiority. She suggests that this condition/attitude is due to their inability to produce melanin and therefore reproduce their own kind.

Racism/Spirituality

Welsing, F. C.. (1991). The Isis Papers: The keys to the colors. Chicago: Third World Press.

Cress provides the reader with a psychological approach to racism. She looks at symbols which are racist symbols or indicators of white supremacy. For example, one chapter is entitled: The Symbolism of Christ, The Cross, the Crucifix, the Communion and Christian Holidays.

Health/Psychology/Sociology

Westney, O. E.; Jenkins, R. R.; Butts, J. D., Williams, Irving. (1984, Fall). Sexual development and behavior in Black preadolescents. Adolescence, 19 (75), 557-568.

Assessed sexual maturation and sociosexual behaviors in 101 9-11 yr old middle- and low-income Black males and females using criteria developed by J. M. Tanner (1955). Involvement in heterosexual behaviors was elicited through self-reports and was classified on a 5-point heterosexual physical activity scale. Data show that female Subjects were more advanced than males in the process of sexual maturation. Considerable variation in stages of maturation for CA existed in both males and females, but it was more pronounced in females. For females, there was no association between heterosexual physical activity and degree of biologic maturation. However, genital development in males was significantly related to sexual behavior.

Psychology (self-esteem)

Whaley, A. L. (1993). Self-esteem, cultural identity, and psychological adjustment in African-American children. Journal of Black Psychology, 19 (4), 406-422.

The object of this article was to study the relation of self-esteem and cultural identity to psychosocial adjustments in African-American children. A sociohistorical review of identity research was presented. That research indicated that African-American preschool children's responses to racially symbolic items was influenced by socio-political and cultural forces of society. The author concluded that there is no relationship between African-American children's racial attitudes and self-esteem. He also stated that empirical research does not support many of the assumptions made concerning social-psychological analysis of identity development in African-American children. Self-esteem and cultural identity were found to be independent parts of identity with cognitive development playing a major role. Cultural identity seemed to have more of an impact on the African-American child's psychological adjustment than did self-esteem. The author concluded by stating that education programs should place emphasis on the cultural identity aspect of the African-American child if these children are to be successful.

Psychology/Racism/Curriculum /Methodology

White, A. M. (1994). A course in the psychology of oppression: A different approach to teaching about diversity. Teaching of Psychology, 21, (1), 17-23.

Psychology of Oppression, an undergraduate course developed to teach the importance of diversity in psychology. The course offers a perspective that teaches students how to understand the factors that undermine the appreciation of multiculturalism and other forms of diversity in society. The perspective emphasizes how socially constructed definitions of various groups are used to distinguish sameness and difference among people. These definitions become the criteria by which disqualification from social opportunities is achieved. Topics covered included micro-and macro-level theories of oppression, the importance of ideology in oppressive systems, and theories of social change and liberation. This article describes the course perspective, format, materials, assignments, student reactions, and special concerns when teaching about controversial topics.

Psychology (identity/testing)

White, A. M., Olivieria, D., France, Strube, Michael, J., Meertens, Roel H. (1995). The Themes Concerning Blacks (TCB) Projective Technique as a measure of racial identity: An exploratory cross-cultural study. The Journal of Black Psychology, 21 (1), 104-123.

The usefulness of the Themes Concerning Blacks (TCB) as a measure of racial identification was explored among African American, African Dutch, and African Surinamese samples. Generally, most of the characters on the TCB cards were perceived by all three groups in ways parallel to the objective description of the cards, the highest number of recorded themes was give to the same card by all groups, the emotional tone of most of the stories was moderately sad, the outcome of most stories was neutral, and Afrotypic (race-specific) content was significantly absent from stories. The absence may be due to the adverse effects of oppression on identity, guarded behavior in the testing situation, and the crudeness of the scoring system. Recommendations for future studies using the TCB are given.

Psychology/General & Miscellaneous

White, J. L., Parham, T. A. (1990). The psychology of blacks: An African American experience. New Jersey: Prentice Hall.

This book provides comprehensive and unique perspective on Black Psychology, covering the conceptual models, cultural themes and psychological constructs required to understand the feelings and behaviors of African Americans. It begins by outlining the emergence of contemporary black psychology, which the authors date back to ancient African Egyptian Civilization. Subsequent chapters include psychological overview of the black Family, African-American identity models, cultural expression themes, educational achievement and mental health issues. This reference provides thorough and comprehensive understanding of black mental health issues. It is written in conversational and easy to understand format.

However, it does not include empirically supported data

Dr. Joseph L. White has been a professor and a practicing clinical-consulting psychologist for the past twenty-seven years; Dr. Thomas A. Parham is the director of the Career Planning and Placement Center and adjunct faculty member at University of California, Irvine. These two pundits who, in addition to other Black psychologist who have collaborated and suggested their own conclusions, have abetted White's and Parham's idea for over two generation. In fact, in some chapters such as chapter three, the authors drew "... on the work of several African-American psychologists who are in the forefront of identity development research relative to Black People." Chapter three, further, articulated the beliefs of African-Americans and criticizes the identity development in African-Americans.

The other nine chapters, ranging from issues about :The Emergence of Contemporary Black Psychology" to "The Black Family" to "Educational Achievement Among African-Americans" to "Contemporary Issues Confronting the Black Community" offer the reader a critical insight into the Black psyche. In the first and former issue above, White and Parham discuss "... the Emergence of Contemporary Black Psychology and attempt to explore the issue of who a psychological perspective, specific to African-American people, is necessary." The second idea exposes the existing pathology--oriented African-American family literature and illuminate on "... how social forces and environmental realities combine to impact the Black family." In the latter issue, which can only be found in the second edition of this book, "discusses the endangered Black Male, male-female relationships, the development of social competencies, and responding to the challenges of maintains an Afro-centric perspective and value system in an Euro-centric achievement."

Other chapters discuss, for instance, themes on language/communication styles of Black American or psychological and/or cultural exponents which affect the academic achievement of African-Americans. In conclusion this book provides a summary/conclusion for the readers at the end of some chapter as well as recommendations, analysis, and other psychological techniques.

Psychology (development)/Criminal justice & violence

White, L. D. The effect of child abuse and neglect on cognitive development of Black male children. Dissertation Abstract International. 47 (N4-B), 1759.

This study examines the effect of abuse and neglect on the cognitive development of black school-aged children and consisted of 95 black male children, ages ranged from 6-11 years old, who were at the time registered in programs for abused and neglected children, in psychotherapeutic assessment and intervention programs, or in public elementary schools. Specific variables incorporated in the study included: (1) a sample of children who had experienced neglect without abuse; (2) an emotional disturbed control group in addition to a school control group; (3)examination of the effect of social-environment variables. The impact of maltreatment on cognitive development was examined by the use of four measures: the Developmental Test of Visual Motor Integration, the Wechsler Intelligence Scale for Children-Revised, the Peabody Picture Vocabulary Test-Revised, and the language production and language processing subtests of the Clinical Evaluation of Language Functions Test. A consistent pattern was obtained in that abused children manifested greater impairment than emotionally disturbed children, and the emotionally disturbed children manifested greater impairment than the school control children. The abused children were not significantly more impaired than the neglected children. A step-wise discriminant analysis was conducted to determine the extent to which the social-environment variables could distinguish between abused and neglected children, yielded a significant canonical discriminate function. Parents of the abused children had a greater history of maltreatment or foster care placement in their own childhood, evidenced greater psychiatric disturbance, and initially maltreated their children at a younger age than parents of neglected children.--Dissertation Abstracts International.

Psychology (self-esteem)/Power teaching/Curriculum

White-Hood, M. (1994). Pride, heritage and self-worth: Keys to African American male achievement. Schools in the Middle.

New programs will have to be established in order to address the plight of the young African American male. One school established a program to ensure in these students a sense of heritage, pride, and self-worth. Seven goals govern the program which focus on expectations and the achievement of African American males in the past, present, and future.

The program consisted of a curriculum based on the accomplishments of African American males. The program paired mentors with students, provided tutorial sessions, and exposed the writing, math, and the arts. All activities were geared toward pride, achievement, experiences, and contributions.

The results of this program has proved it to be extremely successful. The new belief of these young men is that success is just around the corner and the understanding is that they have the ability and power to attain it.

Power Schools/Curriculum

White-Hood, M. (1991). African-American males in middle school: One school's efforts at empowerment. The Clearing House, 65, 4-8.

White-Hood presents a study conducted by a team of teachers from the Benjamin Tasker Middle School of Prince George's County, Maryland. This group decided to form an investigative study focusing particularly on African American males, since they discovered that a vast majority of this group, in their school setting, had the following characteristics: antisocial behavior, excessive absentees, and suspension. The teachers began to observe the classroom settings and student-teacher interactions and discovered that many teachers had negative attitude towards teaching the African American males in their classrooms. Many of the teachers made the African American male students feel alienated and unwanted and most of time stereotyping the student thus, creating a climate conducive to failure. As an interpretation of this school investigations, the team concluded that the school was not addressing the needs of these students.

The teacher team decided to implement a plan into the curriculum which would motivate the students particularly the African American males in order to facilitate academic success. This plan involved the following: 1) role models - people who could relate and share with the African American male students, 2) incentives and rewards (i.e. ball game tickets for improved grades), 3) clarifying values to facilitate his thinking and study habits, and 4) encouraging teachers to understand that failure of school tasks should not be equal to failure of an individual (White-Hood 1991). Ultimately, this mini study resulted in an increase in attendance, improvement in social behavior and self-esteem of the African American male students within the school.

Anthropology/Psychology(development)/Sociology

Whiting, B. B., & Edwards, C. P. (1988). Children of different worlds. The formation of social behavior. Harvard University Press.

This book is extremely interesting because it describes the differences and variances in the formation of social behavior in different cultures and environments. A highly researched document, the book describes a study that contrasted the patterns of socialization for children in five Kenya provinces, India, Mexico, Philippines, Okinawa, Liberia and America. The contrast between the communities is quite striking, yet many have common characteristics such as the strong extended family ties found in Kenya, Mexico and the Philippines. However, although the authors acknowledge universal similarities between the cultures studied, they also recognize the uniqueness in each of them. These unique differences were even found among the five provinces in Kenya. This is to say that even in the same country there exists cultural variables which effect children differently. Since 6 of the communities studied were in Africa, the book should be of interest to Black Americans. --Useni Eugene Perkins.

Psychology/Sociology (family)

Wicker, Allan W., Farrell, B. (Winter 1975). Mothers' behavior influence attempts with three-year olds at home. Catalog of Selected Documents in Psychology, 5, 185.

An analysis of previously-collected narrative descriptions (specimen records) of the behavior of 24 children selected on the basis of race (white and black), social class (middle and lower), geographical location (urban and rural), and sex. Mothers' attempts to change their children's overt behavior during meal-times and free-play situations were identified and rated on eight variables. In these behavior influence attempts:

(a) Mothers were generally not in physical contact with the child.
(b) Mothers relied almost exclusively on spoken cues to the child, but rarely gave reasons or rules of behavior.
(c) Mother-child communicative exchanges were typically very brief
(d) Children fully complied with their mothers' goals most of the time, but mothers rarely rewarded or punished the children for compliance or noncompliance.

Comparisons of demographic subgroups revealed Social Class X Race Interactions for several variables, with lower class blacks showing patterns of response similar to middle class whites. In view of the small sample and subsample sizes, the tentative nature of the findings was stressed; however, the potential value of the present approach to the study of children's behavior was argued.

Literature/Criminal Justice & Violence

Wideman, D. J. (Ed.). (1996). Soul fires: Young black men on love and violence. Penguin books.

This anthology of writings by young Black men, though not as comprehensive and diverse as Brotherman, has its own special persona and merit. As the title suggests, these writings express feelings about love and violence, two words that reflect a broad spectrum of behavior in the Black Community. --Useni Eugene Perkins.

Health

Widmayer, S.; Peterson, L.; Calderon, A.; Carnahan, S.; and others. (1992). The Haitian Perinatal Intervention Project: Bridge to a new culture. IN: Fair Start for Children: Lessons learned from seven demonstration projects.; Mary Larner, Robert Halpern, Oscar Harkavy, Eds. Yale University Press, New Haven, CT, US. p. 115-135.

(from the chapter) to help... Haitian entrant mothers obtain health care, understand American health and nutrition practices, and acquire information about child development and cognitive stimulation, the Haitian Perinatal Intervention Project (HPIP) was created, from 1984 to 1989, the project served 144 women and their infants; it was hoped that regular home visits by Haitian paraprofessionals from the clients' third trimester of pregnancy through the infants' first two years would help Haitian parents give their children the "fair start" needed to succeed in school.

Psychology/Sociology (family)

Wieder, S.; Hollingsworth, E. L.; Castellan, J. M.; Hubert, J.; and others. (1987). Another baby, another chance: Madeline and Anita. Special Issue: Infants in multirisk families: Case studies in prevention intervention. Clinical Infant Reports, (3), 189-328.

Describes a 6-yr intervention with a young Black mother whose depression and inability to cope were exacerbated by her 4 children under the age of 4 yrs. The children exhibited severe developmental and emotional problems and were placed in foster care. Because an effective pattern of intervention was provided and used, the birth of another child provided a chance for success and mastery rather than further failure. Work with the foster mothers is described. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Linguistics/Psychology (testing)

Wiener, F. D.; Lewnau, L. E.; Erway, E. (1983, Feb.). Measuring language competency in speakers of Black American English. Journal of Speech & Hearing Disorders, 48 (1), 76-84.

Normative data for children who are speakers of Black American English (BAE) were obtained on the Test of Language Development. In 2 urban sites, 198 children (aged 4-8 yrs) were tested. Positive identification as a speaker of BAE was based on a 2-part screening test that contained 10 features of BAE. Results reveal that Subjects who were predominantly speakers of BAE differed significantly in their performance from Subjects on whom the test was standardized. Findings demonstrate the inappropriateness of using a test of Standard American English (SAE) as a test of language development for children whose primary language exposure is other than SAE.

General & miscellaneous/Literature (humor)

Wiley, R. (1991). Hair and why black people tend to shout: Cold facts and wry views from a black man's world. NY: Penguin Books, pp. 8-13.

This piece is one of the most amusing and timely short essays I have read on the issue of Black people and hair. This has certainly been an issue that has been discussed in terms of its relationship to the self-esteem of Black people; however it is often done from a negative standpoint, that is to say, with the author often addressing the "problems" and the indicators of low self-esteem that prevail.

However, Wiley takes a much more affirming and proactive approach. "...When it comes to hair, well, you can't tell black people anything. We each have our own ideas. It would be like telling white people about tanning in the sun, or Orientals about face powder, or Mediterraneans about blond dye."

He gives the most succinct history of Black hair in America and allows you to laugh at the creativity and seriousness which so many people display when it comes to just that..."The hair trip is an endless ongoing curling circling mass of Black people who have been straightening, frying, processing, conking, waving, texturizing, cutting, shaving, parting, hot-ironing, cold-waving, stocking-capping, Jheri-curling, activating, reactivating, oiling, braiding, Afrotiquing, natty dreading, Quo Vadising and otherwise fiddling with their hair for years. A great beauty is constructed and a great profit piled up in this activity.

Racism/History/Economics

Willhelm, S. M. (1983). Black in a white America. Cambridge, MA: Schenkman Publishing Co.

(from the back cover): Sidney M. Willhelm makes his distinctive voice heard again in Black in a White America. He speaks out with authority on economic theories, with compassion for the past and present of Blacks in America, and with concern for the future.

With solid documentation behind him, Dr. Willhelm destroys the prevalent optimistic picture of Black progress and equality as a myth. He reveals Blacks as "remaining economic hostages even while receiving the same socioeconomic and political rights as Whites." Further, after years of exploitation (and since the advent of automation), "For the first time in the history of White America, Black labor is neither wanted nor needed." This situation has brought about what Willhelm terms the "economics of uselessness." In many areas, the "economics of uselessness" produces crime, racial conflict, and despair.

Willhelm finds Marxist theories and the split-labor market thesis inadequate--the reasons for exploitation of Blacks are fundamentally racist rather than economic. The colonial model is misdirected--the European model cannot be compared directly with the American.

The distinguished author compares the situation of Blacks today with the fate of native Americans and of the Vietnamese. He suggests that Blacks, also, as victims of racism, may have reason to fear genocide--by neglect or otherwise. "Just as the abolition of slavery failed to destroy racism, the elimination of segregation cannot eliminate racism and discriminatory life chances for blacks under the Equality banner."

Students of sociology, economics, political science, and race relations will discover in Black in a White America sound analyses of theories and dramatically expressed new ideas of sometimes startling import.

Professor SIDNEY M. WILLHELM teaches in the Department of Sociology at the State University of New York at Buffalo.

Racism/Economics/Political Science

Willhelm, S. M. (1971). Who needs the Negro. New York: Anchor Books.

The author provides an economic interpretation of American racism based upon America's need for African American labor. The author also presents a compelling argument that the conditions of poverty stricken African-Americans are best understood by examining those who directly or indirectly discriminate against African-Americans. In fact, he maintains that it would be unwise if not discriminatory if independent variables such as family instability and urbanization were suddenly utilized to explain the conditions of African-Americans. He also illustrates the role that automation within the work force has played on African-American stagnate growth. The author concludes that the constitutional amendments and legal acts to incorporate African-American into U.S. society did not accomplish this aim. Instead, these measures are used in a manner that cripples an African-American's ability to compete in the work force.

History/Racism

Williams, C. (1987). The destruction of Black civilization: Great classes of a React from 4500 B.C. to 2000 A.D. Chicago: Third World Press.

Chancellor Williams describes his work as research geared towards answering some very specific questions: (1) How did all-black Egypt become all white Egypt? [Chancellor also notes at this point that mulattoes were classified as white Egypt, all North Africa, and the Middle East. Furthermore, he states that this fact still confuses Blacks in the United States where the very opposite policy was adopted]. (2) What were some of the specific details in the process that so completely blotted out the achievements of the African race from the annals of history? More specifically Chancellor asks, "Just how could this be done on such a wide scale?" (3) How and under what circumstances did Africans, among the very first people to invent writing, lose this art almost completely? (4) Is there a single African race, one African people? (5) If we are one race or one people, how do you explain the numerous languages, cultural varieties and tribal groupings? (6) Is there any historical bases for the disunity, self-hatred and mutual antagonism among Blacks than any other people? (7) And how, in puzzling contrast, is the undying love of Blacks for their European and Asian conquerors and enslavers explained? Answers to these questions and maybe some others are found in this text which includes an extensive study of Black world civilization at its finest.

Psychology/Sociology (family)

Williams, D.; Nover, R. A.; Castellan, J. M.; Greenspan, S. I.; and others. (1987). A case of double vulnerability for mother and child: Louise and Robbie. Special Issue: Infants in multirisk families: Case studies in prevention intervention. Clinical Infant Reports, (3), 39-79.

Presents the case of a Black woman, diagnosed as having a schizoid personality with paranoid features and periodic transient psychotic states, and her infant son. Both Subjects had difficulty in establishing early regulatory and attachment patterns. During 2 yrs of dual intervention, there was very gradual improvement in the woman's attitudes and behavior, as the infant center served as a critical island of stability and structure for the son. The evolving therapeutic relationship is described. (PsycINFO Database Copyright 1988 American Psychological Assn, all rights reserved).

Psychology/Sociology (family)

Williams, C. Willard. (1991). Black teenage mothers: Pregnancy and child rearing from their perspective. Lexington, MA: Lexington Books/D. C. Heath and Company.

(from the jacket) While much research has been done on teenage pregnancy and child rearing, scant attention has been paid to parenting from the perspective of black teenage mothers themselves. What do the experiences of pregnancy and motherhood really mean to these adolescents? How do they relate those experiences to their cultural and personal circumstances? Do they see parenting as having a negative impact on their lives or their futures? What blocks them and what motivates them to make progress with respect to the poverty and welfare surrounding their existence? And how does being a mother affect their feelings of self-esteem and their views on responsibility?... The answers to these and other key questions might surprise you as you read the findings of Constance Williams's yearlong study of black teenage mothers. Rich in firsthand accounts of thirty mothers' own stories, this book presents a unique ethnographic perspective and gives important new insights into the world and minds of teen mothers of general and low income, in particular, black single mothers.... Williams discovered that it is more often socialization--not ignorance--that leads black teens into motherhood at such a young age. She also reveals why early childbearing for these teens may well be an adaptive and even reasonable response to their social and cultural realities.

Linguistics/Learning & teaching styles

Williams, F.; Whitehead, J. L. & Miller, L. (1972). Relations between language attitudes and teacher expectancy. American Educational Research Journal, 9, (2), 263-277.

Information is provided on the relationship between language and dialect features and persons' attributes toward expectations of speakers of a particular language or dialect. Data from a field study, in which one hundred-seventy five teachers from fifteen selected schools in Central Texas, evaluated videotape speech language samples of Black, Anglo and Mexican American children. Language samples were drawn from fifth and sixth grade students of middle to low income status homes.

The results were as follows: 1) teachers tended to give global evaluations of language samples; 2) teacher experience appeared to be unrelated to ratings of confidence, eagerness or ethnicity-nonstandardness; 3) teacher ethnicity and child ethnicity rated generally less ethnic-nonstandard by Black teachers than Anglo teachers; 4) only in evaluations of ethnicity - nonstandardness do teachers' stereotypes ratings appear to be related to videotape language samples; 5) Teachers' expectations of children's performance in subject matters are partially predictable upon the basis of language attitudes, especially in the subject of language arts.

Given the relationship between language attitudes and teacher expectations, it is suggested that the study of language variations in children, particularly minority children, be introduced into the curricula of teacher training. Teachers should be trained to be sensitive to the variations in social dialect and variations in performance.

History/Economics/Politics Science

Williams, E. (1994). Capitalism and slavery. Chapel Hill: The University of North Carolina Press.

Williams provides the reader with history on the Atlantic Slave Trade or the Triangular Trade. William suggests that the slave trade was no more than an exchange of goods between masters who would eventually and perpetually corrupt the Africans. He furnishes five components in the book of which Williams defines the parameters by which the slave master became wealthy. The book, therefore, informs the reader about the economics and of the genocidal perspective which the system of African enslavement possessed.

Linguistics

Williamson-Ige, D.K. (1984). Approaches to Black Language Studies: A cultural critique. Journal of Black Studies, 15 (1), 17-29.

Williamson-Ige outlines the main contours of black language theoretical models. These ten models are described as follows:

(1) Deficit Model - perceives black language as slovenly, inferior, nonstandard - should be eradicated - the result of cultural deprivation.
(2) Cultural Difference But Equal Model - black language is logical but different because of cultural differences but not deficient - black children should use black dialect readers in learning to read - standard English as a second language taught.
(3) School as Failure Model - calls for teacher reeducation and sensitivity sessions - schools label users as "slow" - advocated standard English be taught.
(4) General Systems Model - negative attitudes towards black language occasioned by institutionalized racism.
(5) Discontinuity (Mismatch) Model - highlights the mismatch between instructional materials and black language.
(6) Bicultural Model - advocated mastery of standard English plus maintenance of black culture and language - child becomes bicultural - this is unilateral as white child is not expected to become acculturated into black lifestyle.

> (7) Transformational Theory - proposes the analysis of the deep structure of the language while ignoring any linkage with Standard English or West African language.
> (8) Dialect Geographers - argue that language is closer to American nonstandard souther white speech (Elizabethan) than to West African Languages - Eurocentric rather than Afrocentric view.
> (9) Creolist Theorists - black languages originated from a pidgin or common trade language or West Africa - a blend of European vocabulary with West African Syntax.
> (10) Ebonics - most contemporary and pronounced among black scholars - from "ebony" & "phonics" = ebonics - traces black language to the West African, Caribbean, and U.S. slave descendants of African origin - culturally appropriate language for black people - neither slang nor non-standard English (pp. 20-23).

Political science/Economics/Sociology (family)

Willie, C. V. (1993). Social theory and social policy derived from the black family experience. Journal of Black Studies, 23 (4), 451-459.

This article discussed the Patrick Moynihan report which addressed African American family styles, economic positions, and dependence on government aid. The conclusion of the report was the Black family structure was unstable, and a federal policy initiative should be launched to stabilize the family by changing its matriarchal structure to a patriarchal, like that of the image of Whites.

Willie used this report to emphasize that social practice is used to formulate social policy, which then results in a social theory. Social policy should result from empirical observations, as well as theory, and it should be population specific.
Willie also examined White family groups and Black family groups as dominant and subdominant power groups. Since stability and change are essential functions in any society, both dominant and subdominant family groups are necessary for their implementation. This article is relevant to issues of today. The "Newt Congress", like the Moyhinan Report is suggesting that African American families try to become more like the majority culture.

This article discussed the role of family groups with dominant and subdominant power in American society. The emphasis was on white and black family groups. The author examined Daniel Patrick Moynihan's data on black families collected in 1965. Moynihan found that black families were matriarchal and would continue to be disadvantaged until they became patriarchal, as the white families were. This author states that Moynihan's conclusions were wrong because the conclusions resulted from fact gathering. They were not theory based. A phenomenological theory should be used to explain the black-white relationship. Thus, family members adopt roles to adapt and cope with life situations.

The author draws eleven conclusions on the dominant-subdominant relationship among family members. When blacks function as subdominants, they are interested in changing aspects of society that are detrimental to them. An example of this can be found in the "equalitarian family," a family in which neither spouse is the authority. This policy could benefit both blacks and whites. Blacks have also encouraged females to better themselves through educational opportunities. It has been shown by researchers at the University of Michigan that "the more education a wife has about her husband, the more education the children attain." There is a need in society for dominant and subdomination family groups, with various groups playing different roles in a shifting society.

This article emphasizes the importance examining all aspects of black- white interaction. Randomly gathering facts when forming theories or mandating new policies creates misinformation and ultimately promotes a continuation of racist attitudes.

Linguistics

Willis, A.I. (1995). Reading the world of school literacy: Contextualizing the experience of young African-American Male. Harvard Education Review, 65 (1), 30-49.

Using a series of personal vignettes, Willis explains how the school experiences of her African-American nine year old son came in direct conflict with his cultural background. Willis, a university teacher of multicultural education courses, posits the thesis that educators are guilty of the "sin of omission" - that is allowing the cultural knowledge of culturally and linguistically diverse students to be ignored, devalued, and unnurtured as valid sources of literacy acquisition. All to often children perceive that they must write or learn for a "white" audience. Instead of affirming their selfhood (awareness of self), children are asked to succumb to Anglocentric cultural accommodations.

Speaking as a teacher-educator and parent, Willis proceeds to stipulate how schools can begin to acknowledge, respect, and encourage the cultural complexities that children bring to school. First, it is important to acknowledge that for too long literacy research and practice focused on a Eurocentric perspective. Perhaps it is time to reinterpret literacy development, school literacy programs, and teacher education methods and materials to include experiences of non-mainstream cultures. The definition of school literacy needs to be broadened from a prescriptive/descriptive view of literacy (values and uses of knowledge/cognitive abilities assessed through school) to a more inclusive definition conceptualized by Freire. Freire's **critical literacy** refers to the ideologies that underlie the relationship between power and knowledge in society:

> It is not sufficient to suggest that the language and culture of every students is welcomed, supported and nurtured in school without explicitly addressing the power relations in institutions, social practice, and literature that advantage some and hinder others (p. 39).

Willis succinctly states the "... to ignore, consciously or not, the culture and language that each child bring to the literacy table is to mis-educate him or her" (p. 45).

Psychology/Sociology (family)

Willis, J.T. An effective counseling model for treating the black family. Family Therapy, 15 (2), 185-194.

The author examines the historical pattern of socialization that the Black family has undergone within America and uses this as a springboard for an analysis of how to address the differences between the treatment needs of black and white families. The author examines the degree to which Black families are open to, or reject, the idea of family counseling. The observed attitude is examined within the context of black cultural mores and socialization within American society. The author posits that many of the pathologies which afflict Black families can be traced to the period of enslavement in America. He focuses upon the differences that this experience engendered between typical black and white families as prima facie evidence of why counseling approaches for white families will inevitably fail to meet the treatment needs of black families.

Learning styles

Willis, M. (1989). Learning styles of African American children: A review of the literature and interventions. Journal of Black Psychology, 16, (1), 47-65.

Because of the increased failure of the public school system to effectively educate African American children, interventions, developmental and educational methods are necessary to help children effectively learn. The author proposes that African children have their own unique learning styles. African American children are socialized to survive in a society that is different than White children. These community and cultural influences affect not only learning style but `cognition, attitude, behavior, and personality.

This article provides a framework for future research and development by first examining what has already been done regarding learning differences of Black children. Sources of research and other material that describe cognition and learning styles of African American children are presented.

The author first presents the assumptions for the integrated model she present. The assumptions presented are:

1. Consideration of learning style is an important element of a child's school experience.
2. Culture affects how a child learns, personality, attitude, and behavior.
3. African Americans are strongly influenced by their African heritage and culture.
4. Differences between black and white children's cognitive styles are

differences, not deficits.

Characteristics of African American children's learning styles are then presented. And finally, suggestions for future research and its implications are presented.

Psychology (development)/Curriculum (technology)

Wilson, D.; Mundy-Castle, A.; Sibanda, P. (1991, Feb.). Cognitive effects of LOGO and computer-aided instruction among Black and White Zimbabwean primary school girls. Journal of Social Psychology, 131 (1), 107-116.

Examined the cognitive effects of LOGO, an educational computer programming language that emphasizes learning by exploration and discovery, among 52 Black and 55 White girls in Grade 4. Subjects were exposed to a LOGO program, and 58 controls were exposed to computer-aided instruction (CAI) programs. The Primary Mental Abilities Test was used for pre- and posttesting. There were no significant differences in pre- and posttest scores between groups (i.e., Subjects exposed to LOGO did not display greater cognitive growth than Subjects exposed to CAI programs). Conclusions about the effectiveness of LOGO in promoting cognitive development must be tempered by reservations about the cultural appropriateness of LOGO among African children and the sensitivity of the dependent measures. (PsycINFO Database Copyright 1991 American Psychological Assn, all rights reserved).

Psychology (development)/Sociology (family)

Wilson, M. N. (1988, Feb.). Child development in the context of the Black extended family. Special Issue: Children and their development: Knowledge base, research agenda and social policy application. American Psychologist, 44 (2), 380-385.

Two aspects of child development in the context of the extended family are considered in this article: factors that influence the formation of the extended family and the direct and indirect effects of the extended family on child and family development. It is noted that past usage of the term family was restricted to the nuclear family model, which typically implied that other family forms were not legitimate. In the face of a longstanding dominant cultural norm, however, the Black extended family has prevailed for successive generations. Current socioeconomic difficulties and unstable interpersonal relations in the Black community have contributed to the persistence of the extended family form; in addition, historical evidence suggests that the Black extended family system has considerable precedence as well as prevalence. Current research reveals that the effects on children are more indirect than direct. That is, single mothers who are active participants in an extended-family system have a greater opportunity for self-improvement, work, and peer contact than do other mothers. Also, it appears that the Black elderly donate rather than receive services. (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Criminal Justice & Violence

Wilson, A. N. (1992). Understanding black adolescent male violence: Its remediation and prevention. Afrikan World Infosystems.

Violence among Black males has reached epidemic proportions and shows few signs of declining. The reasons for this are discussed and analyzed by one of our foremost authorities on Black child development. As he did in his seminal work The Developmental Psychology of the Black Child, Mr. Wilson exposes the reader to a wealth of new information. In this regard, he provides a political and cultural analysis of Black violence that contradicts the prevailing Eurocentric theories on crime and violence because they lack exposure to a masculine model that reflects African Traditions and mores. Instead, many young Black males have incorporated a "reactionary masculinity" that feeds on anxiety, hostility and chaotic behavior. To correct this situation, Mr. Wilson advocates all-male programs and schools for young Black males which are rooted in African customs and traditions.

Also the book lists a number of recommendations for preventing and remediating violence which deserve serious consideration. --Useni Eugene Perkins.

Psychology/Methodology/Power Teaching

Wilson, A. N. (1992). Awakening the natural genius of Black children. Afrikan World Infosystems.

In this thoroughly interesting book, Amos N. Wilson once again demonstrates why is among the most knowledgeable and insightful mentors in Black child development. After having written a major pedagogy on Black children in his groundbreaking book The Developmental Psychology of the Black Child, Dr. Wilson extends this pedagogy to include the untapped and underdeveloped genius of Black children. Dr. Wilson advocates, however, that if we are to recognize this inherent genius in Black children, we must broaden our concept of education and energize all of the black child's learning faculties. He also notes that this must be done early in the child's development and continue through his pre-adolescent years. To help parents and teachers acquire the skills to properly nurture the child, in the appendix Dr. Wilson provides and excellent schematic for stimulating learning activities. Dr. Wilson also examines a number of Eurocentric educational models and contrasts them to what he believes is a paragon for Afrocentric independent schools--the Marcus Garvey School in Los Angeles. Finally, as a strong advocate of an African-centered education, Dr. Wilson shows how the application of Afrocentric concepts and principles can be a major catalyst for bringing out the genius in Black children. --Useni Eugene Perkins.

Racism/Psychology/Political Science/General

Wilson, A. N. (1993). The falsification of Afrikan consciousness: Eurocentric history, psychiatry and the politics of white supremacy. New York: Afrikan World InfoSystems.

This is a collection of three lectures given by Amos N. Wilson, a noted African-American psychologist. If the title suggests anything to you, the material in this book is not for the "weak" minded, and those not ready to hear the truth. He emphasizes the need for Africans to remember their history and know the history of Europeans to free themselves from oppression. He discusses how Europeans have rewritten history to justify their oppressive actions and falsify African consciousness. He also discusses mental health in relation to the European political structure, and black consciousness. African maladaptive consciousness supports the current political and economic system and maintains white supremacy and domination.

Amos Wilson delivers his message in a way that is so direct and forceful that the reader must face the realities of oppression and accept responsibility for internalizing the promoting of racism. He speaks powerfully.

Criminal justice & violence/ Psychology/ Racism

Wilson, A. N. (1990). Black-On-Black violence: The psychodynamics of black self-annihilation in service of white domination. New York: Afrikan World Info Systems.

This author argues that although statistics paint a picture that African-American commit the majority of violent crimes, they do not explain the causes of such actions. It also claims that others have wrongly labeled unemployment, learning disabilities, broken homes, lack of adequate education and job skills, capitalism and African-American male irresponsibility at the primary reasons why these crimes are committed. He, on the other hand, maintains that the main cause of Black-On-Black violence is white supremacy. In order to overcome this predicament, a balance between African-American and white power, respect, prosperity, culture and positive-self regard must be established according to the author.

Schools & General Education issues/Sociology (family)

Wilson, K. R.; Allen, W. R. (1987, Winter). Explaining the educational attainment of young Black adults: Critical familial and extrafamilial influences. Special Issue: The Black child's home environment and student achievement. Journal of Negro Education, 56 (1), 64-76.

Studied background, social and psychological, and institutional factors believed influential in the educational attainment of 86 young Black men and 115 Black women, the youngest child cohort of a 3-generational sample of 2,107 Black adults. Socioeconomic status (SES), family structure and influence, educational background, personal attitudes, and mediating factors were determined by interviews. The Subjects had high educational attainment, but many were not employed. Subjects whose mothers had more schooling had higher educational attainment. Educational background was a consistent predictor of attainment. Encouragement by the fathers was another important predictor. The combined influences of socialization and the allocation perspective of innate characteristics are discussed.

Psychology/Learning & teaching styles

Wilson, L., Stith, S. (1991). Culturally sensitive therapy with black clients. Journal of Multicultural Counseling and Development. 19, 32-42.

The article focuses on the mental health needs of African-American families. It describes the importance of developing systemic, culturally sensitive theoretical orientation and outlines five critical issues that therapists must consider when working with African-American families. These five issues include understanding the black family from historical perspective, the black family's unique social support and value systems, communication barriers that may limit trust between black clients and white therapists, and developing strategies for providing effective systems-based family therapy techniques. The authors provide us with holistic perspective on the need to understand the black client from social, historical and interpersonal framework.

Psychology (development)/Sociology (family)

Wilson, M. (1989). Child development in the context of the black extended family. American Psychologist, 44, 2, 380-85.

Two aspects of child development in the context of the extended family are considered in this article: factors that influence the formation of the extended family and the direct and indirect effects of the extended family on child and family development. It is noted that past usage of the term family was restricted to the nuclear family model, which typically implied that other family forms were not legitimate. In the face of a longstanding dominant cultural norm, however the Black extended family has prevailed for successive generations. Current socioeconomic difficulties and unstable interpersonal relations in the Black community have contributed to the persistence of the extended family form; in addition, historical evidence suggests that the Black extended family system has considerable precedence as well as prevalence. Current research reveals that the effects on children are more indirect that direct. That is, single mothers who are active participants in an extended-family system have a greater opportunity for self-improvement, work, and peer contact than do other mothers.

This article is important to educators because it explains how the extended family organization is a coping mechanism with a long history for African Americans.

Curriculum

Winbush, R.A. (1991). Black studies as a liberating force for Western scholarship. Journal of intergroup relations, 18 (2), 48-53.

Winbush begins with a quote from a Rwandan proverb: "If you are building a house and a nail breaks, do you stop building or change the nail?". As traditional paradigms fail to accurately describe reality, a new opportunity arises for Black studies to begin to influence existing paradigms of social science and humanities. Beginning with a discussion of political correctness, Winbush challenges Allan Bloom's Closing of the American Mind, and outlines a more accurate description of education in America. His philosophy parallels Freire and others in suggesting that education is never culturally, nor politically neutral. He outlines the five phases of development of African American studies and distinguishes between Black studies and Black history. The former describes the entire African experience, both past and present. He says that an Afrocentric paradigm can help toward the liberation of Western scholarship.

Methodology/Power teaching

Winfield, L.A. (Ed.) (1991). Resilience, schooling, and development in African-American youth. Education and Urban Society, 24 (1), 5-14.

Winfield examines the terms: "at risk" and "disadvantaged" as the two influences the development of African American youth. Winfield suggest that labeling produces victim blaming and maintains that the cause for being at risk for failure actually emerge from the student, his or her family, or his or her culture rather than from social, political, and economic conditions (Winfield 1991). Winfield continues by stating that teachers should identify the skills and talents of students, in order to cultivate them for academic success.

Winfield discusses the protective mechanism or resilience. Winfield suggests that resilience enables students to cope successfully with adversity, stress, situations, environmental factors, and peer pressure. Moreover, Winfield presents the recipe for resilience or protective mechanism in the following manner: 1) reducing negative outcomes because as early as preschool students develop attitudes and behaviors that may hinder early learning in a normal School setting, 2) reducing negative chain reactions following risk exposure (i.e. diminished by receiving parental care home support, etc.) 3) establishment and maintenance of self-esteem and self-efficacy which concerns individual self-concepts and feelings about environment and competence in handling life's obstacles and their perceptions of control in determining out-comes, 4) opening opportunity which would be necessary for school or job success (Winfield 1991).

Psychology(development/testing)/Sociology (family)

Winters-Smith, C. A. The relationship of mother/infant interactions and social communicative competence in a high risk population. Dissertation Abstracts International, 46 (N1-B), 329.

This study examined the relationship of mother style of interaction to infant social and cognitive competencies. Two samples of 12 month-old and 18 month-old, black high-risk infants and their mothers were video taped for 10 minutes in a semi-structured play situation. Only infants from a follow-up clinic who had not been delayed on the Bayley Mental Development Index at 6 months were allowed to participate. Mothers' behaviors were categorized as Responsive or Non-Responsive and Directive or Non-Directive using a coding system consisting of 90 behaviors. The infants were also tested on the Bayley Mental Scale and on a social-communication measure which categorizes behaviors into three pragmatic functions: Social Interaction, Joint Attention, and Behavior Regulation and three roles: Initiating, Responding, and Maintaining. The data were explored for additional relationships between the mother's overall style of interacting with her infant and the infant's performance on the social-communication measure. There is a complex relationship between mothers degrees of responsiveness and directiveness and their infant's social interaction and joint attention skills at the different ages. - - Dissertation Abstracts International.

Learning & Teaching Styles

Witkins, H. A.; Moore, C. A.; Goodenough, D. R.; & Cox, P. W. (1977). Field Dependent and Field Independent Cognitive Styles and Their Educational Implications. Review of Educational Research, 47 (1), 1 - 64.

This paper describes the field dependence and field independence dimensions research conducted in regards to what cognitive styles are. It examines four areas that are potential problem areas of cognitive styles approaches in education: 1) how students learn; 2) how teachers teach; 3) how teachers and students interact; and how students make their educational choices and perform in the area to their choice. The research defines cognition as a broad dimension of self-consistency that runs through the perceptual and intellectual domains of conceived social behavior. There are essentially four characteristics of cognitive style. The characteristics of cognitive styles: 1) refer to an individuals differences in how we perceive, think, solve problems, learn and relate to others; 2) are pervasive dimensions and nonverbal perceptual attributes defined by ones beliefs; and 3) are stable over time.

The article concludes that we need to seek ways of teaching students to use strategies more suitable to their style and to shift strategies more suitable for the task at hand. The research suggest that a cognitive style approach has clear implications for educational improvements.

Psychology (identity)

Woodhead, M.; Carr, R.; Light, P. (Eds.). (1991). Becoming a person. London: Routledge. Series title: Child development in social context, Vol. 1.

(from the cover) The first volume of readings for the "Child Development in Social Context" series concentrates on the importance of social relationships in the young child's life. Early readings summarize recent research on children's emotional attachments. But relationships are also the context for much of their early play and learning. There are readings to illustrate how parents 'frame,' guide and 'scaffold' young children's development, with special references to the way children are initiated into using language as a tool for learning. The cross-cultural dimension of early development is a particular focus of this volume, which concludes with readings on the construction of personal identity.... It will prove invaluable to students in both education and psychology departments,, at undergraduate and postgraduate levels, and for all professionals with an interest in the development of children.

Health (substance abuse)/Psychology

Woods, N. S.; Eyler, Fonda D.; Behnke, M.; Conlon, M. (1993 Jan-Mar). Cocaine use during pregnancy: Maternal depressive symptoms and infant neurobehavior over the first month. Infant Behavior and Development, 16 (1), 83-98.

Assessed (1) the impact of cocaine use on the depressive symptoms of 35 mothers both immediately before and 1 mo postpartum and (2) the effect of cocaine exposure and maternal affect on neurobehavioral development of neonates. Both mothers and infants were matched one-to-one with control mothers and infants on potentially confounding variables. Cocaine-using mothers had significantly fewer prenatal visits and reported more depressive symptoms following delivery than did control mothers. Cocaine-exposed infants had significantly lower birthweights and shorter gestations. There were no significant differences in neonatal performance on the Brazelton Neonatal Behavioral Assessment Scale at birth or 1 mo of age.

History (of education)

Woodson, C. G. (1919). The education of the Negro prior to 1861. Washington, D.C.: Arno Styles Provo Press.

Restricted to the period before the Civil War, The Education of the Negro prior to 1861 interprets a period when formal education for blacks was severely limited by the slave system and its impact upon the social and political life of the country. In Woodson's carefully documented accounts in both the South and the North, he traces the waning of early liberal tendencies towards the education of blacks as the slave system evolved, followed by a brief upsurge in black education when the progressive political trends of the American Revolution coincided with a temporary decline in the economic value of slavery. He outlines the harsh suppression of black education with the resurgence and expansion of slave power during the first half of the 19th century, and he observes the shifting from positive to negative attitudes regarding black education with fluctuations in the political influences of the time.

History (Of education)/ Racism

Woodson, C. G. (1990). The mis-education of the Negro. Tennessee: Winston-Derek Publishers, Inc. (orig. Published 1933).

Carter G. Woodson addresses the issue of the western education system and how it fails the African American student. He recognized that the educational system, as well as every other institution created and built in this society, maintains the status quo. Dr. Woodson points out that once a man has control over another man's thinking, then he does not have to actively oppress this man because the oppressed man will seek to do it to himself.

This is not a critique of individual African Americans who educate children, but what Dr. Woodson does is to expose the mental oppression that African Americans suffer, and how those who have been trained by the wester academy are doomed to pass this on to future generations.

This is a work that has been expanded on by contemporary scholars (i.e. Mwalimu Shujaa in his book, Too Much Schooling, Too Little Education), who inevitably come to the same conclusions that Dr. Woodson did: what may work in terms of education for white Americans does not work for African Americans unless the purpose is to perpetuate the relationship between the oppressed and the oppressor.

Dr. Woodson was the founder of Negro History Week (which is no celebrated as Black History Month) and The Association for the Study of Negro Life and History, which he founded, is still in existence today.

Like most of the great African American thinkers who are now elders or who have made their transition, Dr. Woodson is not praised as he should be. He is the person who expanded the foundation that most of the "independent" African-centered curricula, departments and schools are built upon, and an early pioneer who believed that what works for one may not work for another.

This book describes the reflections of an African-American Educator who possessed up to 40 years of experience in education. The author claims that due to miseducation, African-American encounter and will continue to encounter problems until they are educated appropriately. He maintains that the imparting of information alone and trial and error methods that deal with others in different situations is not education solely. On the other hand, he makes a comparison between African-American and Jews in which students should be taught to think and do for themselves without following the status quo. Students should be educated in such a manner that allows for the respect of knowledge, history, scholarship and background of everyone.

History (segregation)

Woodward, C. V. (1966). The strange career of Jim Crow. New York: Oxford University Press.

C. Vann Woodward chronicles American history under the laws of segregation, known as "the Jim Crow system." Woodward describes the sentiments that gave birth to the system, its geographical spread throughout the United States, the people who supported it and the violent means that they would go to in order to maintain its practice.

This book describes a time in American history when Jim Crow was not widespread or even the norm. Woodward shows how the northern United States influenced and encouraged the system many years before they publicly denounced it. He also shows the similarities between the Jim Crow South and South Africa under the system of apartheid. The book also covers the laws, acts and court cases that would eventually lead to the dismantling of Jim Crow and how the media played a part in influencing pressure from the world outside of the United States.

Woodward gives the reader details that may or may not be widespread knowledge, and he sheds light on the development of a system that Americans, especially African Americans, are still feeing the after shocks of. He concludes this book with the destruction of Jim Crow, but the contemporary reader will recognize similarities that still take place today, which raises the question: is the practice of segregation in America really a dead issue?

This is a history book that adequately fills in the gaps about a system that we know was in place but of whose origins and extent we may have little knowledge.

Feminism & gender issues/Psychology (general & identity)

Wright, M. S. (March 1992). Parent-Child relations, achievement motivation, and sex-role attitudes among black and white professional women in traditional and pioneer occupations. Dissertation Abstracts International. 42 (9A), 3875-3876.

The sample consisted of 185 black and white professional working women residing in the United States. Four distinct groups were formed (65 traditional and 41 pioneer blacks and 44 traditional and 35 pioneer whites). The ages of the subjects ranged from 35 to 66, with a median age of 46.

All participants in the study were administrated the:

(1) Parent-Child Relations Questionnaire
(2) Bem Sex-Role Inventory
(3) Edwards Personal Preference Schedule
(4) Four Factor Index of Social Position
(5) The Personal Data Form.

Four hypotheses were examined, three of which generated from Roe's (1957) formulation regarding family influence on career choice, while the remaining one was derived from the literature concerned with women's occupational achievement. The hypothesized relationships examined in this study received consistent support. A causal relationship exist between family background, recollected parent-child relationships, social variables and occupations chosen by black and white professional women in traditional and pioneer occupations. The specific findings are as follows: (1) Race and father's occupation are significantly related to mother's demand. The less professional the fathers are the more demanding the mothers were seen. Black professional women's (relative) frequency of choice of a pioneer occupation is related to masculine sex-role and levels of education attained. (2) Race, father's occupation, mother's education, first, last and only born are significantly related to professional women's perceptions of mother's casual. The less educated the mothers and the less professional fathers were, the more casual the mothers were perceived. Among white professional women's (relative) frequency choice of a pioneer occupation is related to feminine sex-role attitudes and educational level. There was no significant difference between mother's occupation, middle born and recollected parent-child relationships of black and white professional women. These findings were presented as evidence supporting certain aspects of Roe's (1956) conceptualization of career development.

Literature (fiction)

Wright, R. (1940). Native son. New York: Harper Row.

Richard Wright invites the reader to witness through the eyes of a young black boy in the 1930s the pain and the frustration that comes from being black in America. He uses his main character, Bigger Thomas, to represent what he sees as the four levels of frustration that black people manifest under the racist system. When Bigger realizes that he won't find a decent job because he lacks the proper education he projects his frustration onto his family and friends, the inner Black-on-Black syndrome. When he attempts to rob a local store, but calls off the heist because he actually is afraid, he blames it on his best friend (representing the outer Black-on-Black syndrome). At the point where he gets a nice job as a chauffeur for some rich white people and attempts to present a constant good-boy image is where he manifests the frustration of the black who tries to live in this oppressive system. Lastly, when he lusts for his boss's daughter and the eventual murder of her causes him to become the black who violates racial taboos with a sort of violent pleasure.

Psychology

Wright, W. (date?). Relationships of trust and racial perceptions toward therapist-client conditions during counseling. Journal of Negro Education. xx, (x), 161-169.

This article reviews a study which focuses on the issue of trust between counselors and counselees of diverse ethnic backgrounds. The purpose of the study was to help eliminate over-generalizations about counselee satisfaction and expectations of the counselee and the counselor empathy conditions relative to race.

This study went beyond previous studies by including both black and white clients using trust as a source variable. It is thought that these indicators would provide a more accurate view of how race affects the counselor-counselee relationship.

The study indicates that both blacks and whites enter into the counseling relationship with preconceived ideas about each other. The blacks who participated in the study were more willing to express their reservations about relating to opposite race counselors while some whites tended to find excuses not to express their views.

The findings indicated that:

1. There is some relationship between trust, perceptions, and counselor race.
2. White low trusters changed their perceptions about counselors of their race after treatment.
3. White counselors can show empathy to both races when involved in dyadic confrontations.
4. White counselors were found by both blacks and whites to have more difficulty relating to someone's frame of reference.

The article concludes that human interaction must go beyond professional status and training orientation. It is hoped that in time experience and cognitive training will help counselors focus on their affective qualities and level of understanding about others.

Schools (general)/General

Wright, W. (1991). The black male child: A threatened resource. Principal. p. 22-23.

The article opens with a statement referring to how America tries to save every other endangered species except the African American male followed by heartbreaking statistics. The picture of the plight continues to be painted through a discussion of what is happening in our schools: more black males retained, suspended, expelled, and placed in special education. The personal life of black males is discussed in terms of the dominance of women in their lives since many are raised in single-parent homes run by mothers or grandmothers. The need for positive black male role modes is needed to teach boys how to be men.

A black psychologist serving as principal of an elementary school in Dade County, Florida, proposed an all-black male class as one solution to the alarming statistics. The program concentrated on five objectives: Attendance, academics, dyads, appropriate behavior, and social skills. The U.S. Department of Education's office for Civil Rights refused to approve it during its second year. This should not discourage educators but motivate them to continue to press forward with new efforts and strategies to preserve and fortify this valuable resource.

Psychology/Racism

Wright, B.E. (1984). The psychopathic racial personality and other essays. Chicago: Third World Press.

In this book, which was published by Haki R. Madhubuti after the death of Bobby Wright, five of Dr. Wright's essays are presented. The most famous one after which the book is titled, is the Psychopathic racial personality. In this essay, Dr. Wright contends that Europeans are psychopaths by their own definition in terms of their interactions with Africans and other people of color. Bobby Wright quotes the standard definition of what a psychopath is according to the World Health Organization's Internal Classification of Diseases. According to that organization, there are several basic psychological/behavioral traits of a psychopath. They include (1) an engaging personality, (2) generally average or above average intelligence, (3) Highly competent and impressive in their functioning, 94) the false appearance of being honest and humane on the surface, (5) rejection and ignoring of constituted authority and discipline, (6) a limited capacity for close social relationships (7) sexual inadequacy, exhibiting patterns of sexual deviancy, (8) completely self-centered and selfish attitudes and behavior, and (9) low moral and ethical development (considered to be the most outstanding trait by the World Health Organizations' Internal Classification of Diseases.) The book also includes three four of Dr. Wright's other essays including, (1) Black Suicide: Lynching By Any Other Name is Still Lynching, 92) A Psychological Theory of Educating the Black Child and (3) The Black Child: A Destiny in Jeopardy.

Feminism & gender issues/Psychology/Criminal justice & violence

Wyatt, G. E.; Newcomb, M. D.; Riederle, M. H. (1993). Sexual abuse and consensual sex: Women's developmental patterns and outcomes. Newbury Park, CA: Sage Publications..

(from the jacket) "Sexual Abuse and Consensual Sex" examines the relationship between sexual and psychological functioning as it affects patterns of sexual practice over the lifespan. Sensitive in their approach to sexual history taking, the authors include a strategy for sex research in multi-ethnic communities using linear structural equation models.... (This book) is an excellent resource for clinicians, researchers, advanced students, legal professionals, and policy makers. (from the introduction) The women who participated in this study were at least 18 yrs of age.... To clarify potential differences between ethnic groups and design methods of intervention that incorporate sociocultural and ethnic issues, two ethnic groups were included in this study: African-American and white women.

Psychology (identity/general)/Sociology/Feminism & gender issues

Wyatt, G. E.; Peters, S. D.; Guthrie, D. (1988, Aug). Kinsey revisited: II. Comparisons of the sexual socialization and sexual behavior of Black women over 33 years. Archives of Sexual Behavior. 17 (4), 289-332.

Examined responses from 2 groups of college-educated Black women (aged 18-36 yrs): 196 Subjects from A. Kinsey and colleagues' (1953) study and 64 Subjects from a new sample. Comparisons were conducted in the areas of childhood family characteristics; sexual socialization and education; sexual behavior in childhood, adolescence, and adulthood; contraceptive practices; and child sexual abuse. Results reflected changes that have taken place in society and in patterns of sexual behavior. As compared to Subjects in the Kinsey sample, newer Subjects began intercourse earlier, were less likely to have a fiancé or husband as their 1st partner, reported a higher number of sexual partners, and participated in a broader range of sexual behaviors. Contraceptive practices differed considerably, especially among never-married Subjects. Subjects in this study were more likely to report instances of child sexual abuse.

Psychology/Sociology/Feminism & gender issues

Wyatt, G. E. (1989, Aug.). Reexamining factors predicting Afro-American and White American women's age at first coitus. Archives of Sexual Behavior, 18 (4), 271-298.

Examined the age of 1st coitus in 122 White and 126 Black women (aged 18-36 yrs) with similar demographic characteristics in relation to demographic, socialization, decision-making, and sexual abuse experiences. Results indicate that 98% of both Subject groups experienced 1st intercourse by age 20 yrs. Subjects' perceptions of their parents as more influential than peers during adolescence and being in love and ready for sex were predictors of an older age at 1 st intercourse. Ethnicity was not significantly associated with the strongest predictors or with 1st coitus. Factors that best predicted I st coitus were also similar for both ethnic groups.

Psychology (identity)

Wyche, K. F. The development of racial concepts in Black and White children. Dissertation Abstracts International, 45 (8-B), 2707.

This study examined children's concepts of race with a development framework. Three components were examined: racial awareness, self-identification, and group-identification. Black and white children, ages 3-5, were given Piagetian conservation tasks of identity and equivalence and two interview formats to investigate the development of racial awareness. The results indicated that there is an age trend in the development of the concept of race; that 3-year old children who are at the preoperational level of cognitive development understand some of these concepts; and that a child's status as a minority appears to influence the rate of this development.

Psychology (self-esteem)

Wylie, R. C. (1963). Children's estimation of their school work ability as a function of sex, race, and socio-economic level. Journal of Personality, p. 31.

Wylie examines the associations between self-evaluations of the ability to perform in school (do school work) and each of three variables: sex, race and occupational level of father. Wylie utilizes empirical data to support her contention that differences in cultural learning opportunities result in differences in self-concepts concerning one's intellectual abilities.

Method./ Power Teaching

Wynn, M. (1992). Empowering African American males to succeed. Rising Sun Publishing.

An excellent workbook for parents and teachers who are seeking ways and means to help Black males achieve their potential. A strong advocate for Black males, Mychal Wynn has prepared a series of well-thought-out and constructed exercises that parents and teachers can apply to Black males. Unlike most of the current corpus of books dealing with Black male development, this book goes beyond merely theorizing what needs to be done, but also provides us with a practical blueprint for operationalizing specific concepts and strategies. --Useni Eugene Perkins.

Literature (fable)

Wynn, M. (1993). The eagles who thought they were chickens. Marietta: Rising Sun Publishing.

The tale is believed to have originated in West Africa. It depicts the tragedy of the unrealized potential of the eagles who thought they were chickens. The tragedy exist until an eagle who truly knew the richness of his culture and heritage relates the story to the eagles who thought they were chickens. Even after relating the information about culture, heritage, and greatness, one eagle refuses to believe that he possesses these same qualities and potential.

This book directly related to what is happening in many schools today with our black children especially boys. Educators are ridiculing and scorning our black boys. The expectation level is very low. Many of our black boys are believing that they're chickens and never fully realizing that they are eagles that have the potential of greatness.

Y's

Sociology/Psychology(general/testing)/Racism

Yee, A.H. (1983). Ethnicity and race: Psychological perspectives. Educational psychologist. 18 (1), 14-24.

Yee presents a personal account of his encounter with perpetuate racism. Yee suggest that stereotyping is used for classification of race and that the word (race) should be drop from our vocabulary. He continues by elaborating on the Jensen hypothesis which correlate IQ with the degree of white "blood" in American Negroes. He responds to this long supported study by deeming it ridiculous and irrational and suggest that race should be eliminated from intellectual discourse (Yee 1983). Yee states that " ...color and other morphological characters probably have nothing to do genetically with intelligence, achievement, and attitude, and that cultural-social correlates make an excellent hypothesis....race does not affect IQ". Moreover, Yee feels that classifying tangible identifications such as ethnicity should help eliminate racism (Yee 1983).

Sociology/Economics/Politics

Yette, S. F. (1971). The choice: The issue of Black survival in America. G.P. Putnam's Sons.

The current lexicons being used to characterize the plight of young Black males, e.g. "endangered species," "permanent underclass," "at-risk" etc., should not come as a revelation to those of us who can recollect the grim events which clouded the 60's despite the presence of the Civil Rights Movement and later the Black Power Movement. Although some gains were made during this turbulent period, they were quickly nullified by insurrections, assassinations of Black leaders and the government's condemnation of Black militant groups. One person who sought to seek the truth behind these events was Samuel F. Yette. In his controversial and engrossing book, The Choice: The Issue of Black Survival in America, Mr. Yette graphically and poignantly articulates the reasons why the lexicons I mentioned have become a reality. Mr. Yette described in advance the evolution of the crisis that is destroying so many of today's Black males. As a correspondent with *Newsweek* and once an insider in the Office of Economic Opportunity's vast bureaucracy, Mr. Yette was privy to information and activities which targeted Black males. These activities included the "Rice Cup," a plan to colonize Black communities; the internment of Black males; increased incarceration of Black males; the sterilization of Black males; and many other clandestine programs designed to further suppress this country's greatest threat to white male supremacy--strong, politically conscious and committed Black men. In retrospect, one might say that the current medical thrust to identify "potentially" violent children, the massive deterioration in the public schools, the deindustrialization in large cities, the expansion of the criminal justice system and the corrosion of Black communities were predicted by Mr. Yette. To claim that Mr. Yette was a prophet is an understatement. The events he describes in The Choice continue to be repeated each day and some have in fact, increased in their intensity. If we are to fully understand why Black males are dying and killing each other at a rate that will eventually exceed U.S. casualties during the Viet Nam War, and why they are over-represented in every institutional system that serves the impoverished, convicted and persecuted--then I strongly recommend the reading of The choice. The choice is ours. A Luta Continua. --Useni Eugene Perkins.

Psychology (development)/Sociology (family)

Yogman, M. W.; Kindlon, D.; Earls, F. (1995, Jan.). Father involvement and cognitive/behavioral outcomes of preterm infants. Journal of the American Academy of Child & Adolescent Psychiatry, 34 (1), 58-66.

Assessed the independent effect of father involvement on intellectual and behavioral outcomes of 985 low birth weight preterm infants (LBWPIs) followed longitudinally from birth to 3 yrs as part of the infant Health and Development Program, an 8-site clinical trial designed to evaluate the efficacy of comprehensive early intervention in reducing developmental and health problems of LBWPIS. Most fathers played a meaningful role as play partner with their high-risk infants. Approximately 75% of fathers were reported to play with the baby every day at 12 (peak), 24, and 36 Mo. Fathers who were Black, younger, had teenage mothers as companions, or were from low-income families were less involved with their infants. Mean IQ for the high-involvement subgroup was 6 points higher than for the low-involvement group even after adjusting for family income, neonatal health, treatment group status, and paternal age. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved).

Psychology (self-concept)/ Power teaching/Feminism & gender issues

Young, J.L. (1994). Sapphires in transition: Enhancing personal development among black female adolescents. Journal of Multicultural Counseling and Development, 22 (2), 86-95.

This article examined a counseling program called "Sapphires in Transition" which was implemented by two female counselors at a predominately lower middle class suburban school in the Southeast. The program involved 69 black female volunteer students, their peers, parents, other relatives, faculty, administrators, and neighborhood volunteers. The goal of the program was to develop positive self-concepts and build self-esteem by adopting appropriate social behaviors. Teachers recommended students for the program based on observations of inappropriate behavior, projection of negative self-concepts, and a potential to benefit from the program. Parents of the participants had to attend workshops and promise to support the program sessions which emphasized the students' assets and strengths, taught them how to minimize their weaknesses, identified black women role models, and discussed problem solving and goal setting avenues occurred for two weeks. The participants also attended consciousness-raising developmental sessions led by community leaders daily for three weeks. Throughout the program the participants were observed by two peer evaluators and one family evaluator who gave constant feedback. An emphasis was placed on positive reinforcement. After the five week program, participants all showed a definite improvement in socially acceptable behaviors.

Learning & teaching styles/Sociology

Young, V. H. (1974, May). A Black American socialization pattern. American Ethnologist, 1 (2), 405-413.

Postulates that the teaching of conventions of behavior is not as effective a socialization technique in American Negro societies as in stable and integrated societies. Based on observations in a day-care center of 6 Black mothers, their 18 children, and 10 other Black children, an alternative type of socialization in an urban group is described: the teaching of techniques of judging and adjusting to persons in authority while preserving a commitment to one's own goals. This behavior complex provides a new perspective for the analysis of the bicultural position of the group and for the description of a loosely structured culture.

Psychology/Sociology

Youniss, J. (1994). Psychological constructions of social change. IN: Psychological responses to social change: Human development in changing environments. Prevention and intervention in childhood and adolescence, 18.; Peter Noack, Manfred Hofer, James Youniss, Eds. Walter de Gruyter, Berlin, Germany. 1994. p. 9-21.

(from the chapter) presents a rationale for bringing back the psychological individual as an agent in studies of social change... the over-socialized person; revolution in the production of textiles; Black migration to the urban north; the individual in micro sociological reality.

Z's

Philosophy/ Rites of Passage & Traditional Education/Spirituality & Religion

Zahan, D. (1979). The religion, spirituality, and thought of traditional Africa. Chicago: The University of Chicago Press.

This book is an attempt to explain African religion. Unlike other works on the subject, the author seeks to approach the topic with greater respect for the African belief system. The author points out that the concept of religion in African, as described in many documents and books on the subject, is "confusing and treacherous." Though Africa is a continent with many ethnic groups, for several decades, the spiritual portrait of African has been described as if it were one homogenous group. Researchers describe Africans as animists and fetish. This was the Western way to satisfy themselves intellectually. The Westerner has chosen to see sorcery, savagery, primitiveness, and obscenity in the African religion. It was at these moments, that if the observer were aware, they would see the practice of the Africans' most genuine values.

One problem with obtaining a deeper meaning of African religious practices, is their refusal to collaborate with outsiders. The author seeks to gain deeper knowledge from the practices that are observable to get a general view of their theology. Ethnic groups in Africa may practice their religion differently, but the essence of their belief system is the same. The author suggests scholars must reexamine their terminology and concepts about African religion, such as fetishism, animism, magic, and sorcery. These terms are the result of lack of understanding and knowledge about the true nature of African religion. Lack of knowledge is also apparent, when one refers to the many "religions" of Africa. There is a unity, and it is apparent, not so much in their practices, as in their beliefs about their relationship to the Invisible. The African belief system is a combination of humanism or moral life and mystical life. These aspects represent the African's goal in life, to become more human, by becoming more divine. The author seeks to penetrate the African soul to find out the meaning of "life."

Philosophy/Spirituality/Rites of Passage

Zahan, D. (1979). Ethics and spiritual life. In The religion, spirituality, and thought of traditional Africa. Chicago: The University of Chicago Press

Heretofore, the depth of African morals and ethics has not been explored. Observations have been made concerning their fidelity, hospitality, etc. If observations of their ethics were made, they were reported from a Western perspective, losing their African specificity. To this author, the importance of virtue to the African and the mastery of self is the basis for African thought and philosophy.

Knowing oneself gives the African the greatest control over his life and circumstances because self knowledge allows one to see his or her humanity. The author provides examples from the Bambara and other peoples of the Niger valley who practice self awareness. They believe that self knowledge gives them control over their lives. They also believe that in knowing themselves, they know others and therefore are capable of performing miracles since humans are tied to each other by invisible links.

Part of this self awareness and self mastery requires that the African control his passions, emotions, behavior, and actions. Suffering pain both physical and moral is an important part of this focus. Training in this conduct begins early. Respect is due only to those who are "stoic" and suffer through painful experiences without any signs of fear. To the outsider this behavior may appear to be crude and "primitive." The deeper purpose is to strengthen character and gain power over self and to develop inner, "silent" strength.

Men and women among many African peoples including the Dogon and Bambara and many other West African societies, constantly experience an apprenticeship in the mastery of speech. A natural part of the everyday oral expression in these society uses symbols, euphemisms, allegory and secrets. The hidden meanings of their speech is richer than what is actually being spoken. Among very young children, games and secret languages like "pig latin" is the pedagogical conduit for apprenticeship into the mystery of language and thought. Though these games are recreational, in Africa they serve a deeper function. The children may be unaware of the deeper meaning of the games, and what they are unconsciously learning when they participate. However, by using a secret language, like "pig latin" they learn how to handle reserved information. They also learn what the author calls "oral gymnastics" which is the predecessor to the gymnastics of thought. So early in life, the Bambara person is trained to function in an atmosphere of secrecy and mysterious allusions. These practices guide the individual who knows his inner self. To become master of oneself is a sign of wisdom and human conduct that brings one closer to the divinity. The person who gains dominion over himself has inner peace, equilibrium, and true detachment.

The implications for improving teaching methods and practices for African children living in America using as part of the model the idea of moral virtues and knowledge of self are clearly described in this article. The element of self awareness is an important inclusion in planning new and meaningful teaching strategies for the African child.

Psychology (development)/Sociology (family)

Zepeda, M.; Espinosa, M. (1988, Jun). Parental knowledge of children's behavioral capabilities: A study of low income parents. Hispanic Journal of Behavioral Sciences, 10 (2),149-159.

Compared the parental knowledge of the behavioral capabilities of young children among low-income Hispanic, Black, and Anglo parents. A modified version of the Child Development Questionnaire (CDQ) was used to elicit parental notions regarding knowledge of developmental milestones. Foreign-born Hispanics perceived young children's behavioral capabilities as developing at a later age than the other groups. The responses of US-born Hispanics were similar to those of Blacks and Anglos. (Spanish abstract) (PsycINFO Database Copyright 1989 American Psychological Assn, all rights reserved).

Psychology/Sociology/Economics

Ziesemer, C.; Marcoux, L.; Marwell, B. E. (1994, Nov.). Homeless children: Are they different from other low-income children? Social Work, 39 (6), 658-668.

Examines the differences in academic performance, adaptive functioning, and problem behaviors of 145 elementary schoolage children who had experienced homelessness, and a matched group of 142 mobile children with low SES. Within groups, Subjects displayed a range of academic and psychological functioning; about 30% of the Subjects performed in the normal range. Comparisons revealed no difference between homeless and low-SES mobile Subjects. The Subjects scores together differed substantially from norms. These findings suggest that although homelessness is a stressful event in children's lives, long-term poverty may be a more appropriate marker of risk in children.

Psychology (self-concept)

Zirkel, P. A. & Moses, G. E. (1971). Self-concept and ethnic group membership among public school students. American Educational Research Journal, 8(2).

Zirkel and Moses focus upon the relationship between self-concept and ethnic group membership, specifically investigating self-concept in relation to the proportion of ethnic groups in a particular school setting. Zirkel and Moses attempt to determine 1) if differences existed in self-concept among African-American, Puerto Rican, and European American elementary school students, and b) the extent to which these differences are influenced by the minority or majority status of each group within the school setting.

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